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ABSTRACT

Approximately 200 teachers, counselors, administrators, and university personnel from four States participated in the Third Annual Conference for Career Counseling and Vocational Education. The general purpose of the conference was to examine current views and programs regarding the career development of women, with special emphasis on public school and community college programing. Seven nationally recognized speakers, selected for expertise in their respective fields as well as for their research endeavors and leadership in professional organizations, presented addresses to the conference treating the topics of career and leisure development and counseling for girls and women; these are reproduced in the document. In addition, five exemplary Virginia career development programs, ranging from elementary school to community college levels, were described at the conference; these program descriptions comprise the remainder of the document. Appended are an agenda and a directory of participants. (Author/AJ)

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V&TECC CONFERENCE PROCEEDINGS

Vocational and Technical Education Curriculum Center

NEW DIMENSIONS IN THE CAREER DEVELOPMENT OF WOMEN

Third Annual Conference
Career Counseling and
Vocational Education

March 8-9, 1974

U.S. DEPARTMENT OF HEALTH
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FOREWORD

Approximately two-hundred teachers, counselors, administrators, and university personnel from four states participated in the Third Annual Conference for Career Counseling and Vocational Education. The general purpose of the conference, conducted March 8-9, 1974, at the Donaldson Brown Center for Continuing Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, was to examine current views and programs regarding the career development of women, with special emphasis on public school and community college programming. Nationally recognized speakers were selected for expertise in their respective fields, as well as for their research endeavors and leadership in professional organizations. In addition, five exemplary career development programs in the Commonwealth of Virginia described their programs which ranged from the elementary school through the community college levels of the educational system.

Special appreciation is extended to the VIRGINIA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION which financially sponsored the publication of these proceedings and assisted in the development of the conference itself. Appreciation is extended to local and State career development personnel for sharing their programs with conference participants. Appreciation is extended to the group discussion leaders who conducted and reported the group deliberations. A special thanks is also given to the program planning committee for its assistance in the development of the conference.

Thomas H. Hohenshil
Conference Director

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MAJOR ADDRESSES

THE CAREER DEVELOPMENT PROCESS FOR WOMEN: CURRENT VIEWS AND PROGRAMS

Dr. L. Sunny Hansen
Professor of Educational Psychology
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I am here to share some concerns, ideas, and information with you today about the career development of women. This is a somewhat new topic since it has been only recently that major attention has begun to shift to concern about the growth and development of girls. Most of the career development literature and research, with a few exceptions, has dealt with male populations, usually white male. But a few theorists have attempted to describe women's career patterns, and there has been a burgeoning in the last few years of interest in female development and obstacles to that development.

Female Career Patterns

Don Super in 1957 postulated a "Logical Scheme" of women's career patterns. He identified seven kinds of female patterns, including the stable homemaking pattern in which a woman marries while still in school or shortly after with no significant work experience; the conventional pattern in which work is followed by homemaking with a job a stopgap until marriage; a stable working pattern in which a woman perceives work as a life career; a double-track pattern in which a woman works before marriage and continues to do so afterward with short absences for childbearing; the interrupted pattern in which the woman works, leaves the work force for homemaking and then re-enters after her children are in school, sometimes returning to her original work or retraining for different work (the re-entry woman); the unstable pattern in which a woman alternates between working and homemaking; and, finally, the multiple trial pattern in which the woman holds a succession of unrelated jobs with stability in none and no genuine life work. This was the first attempt of any major theorist to direct his attention toward female participation in the world of work (Super, 1957). Interestingly, Super prefaced his scheme with the statement, "Woman's role as childbearer makes her the keystone of the home and therefore gives homemaking a central place in her career."

Others also have offered descriptions of women's career patterns. Anastasi in 1969 looked at women's careers by socioeconomic divisions. She identified the blue-collar pattern in which she saw little desire for work outside the home; the active volunteer, associated with upper middle class communities and women with liberal arts education but no special vocational training; the interim job pattern in which girls take jobs after they complete school until they get married; the late-blooming career, that of the middle-aged housewife returning to a field after her children are school-age and a common pattern of women who have had at least some vocational training, college, or work experience prior to marriage; and the double-life pattern in which the woman pursues roles of housewife and career woman simultaneously, a pattern which is reported as being on the increase. Rand and Miller (1972) in a current study found that junior high, senior high, and college women were perceiving different kinds of roles for themselves, that of the dual pattern of combining work and family. Psathas (1968) also presents a sociological view of woman's development and suggests the influence of cultural and situational factors and chance elements in the environment which limit women's freedom in vocational choice.

It is important to note that there is no full-blown theory of women's career development. Zytowski in 1969 attempted to outline a theory but was careful to note that it was not a theory but a contribution toward a theory. Like Super, he began his description with the assumption that the modal role of woman is homemaker. He then identified three factors which affect women's vocational development: 1) age of entry into an occupation, 2) span of participation (how long she continues) and 3) degree of participation (type of and involvement in work). Combinations of these elements yield three different vocational patterns: 1) the mild vocational consisting of very early or late entry, a brief span, and low participation; 2) the moderate vocational with early entry, lengthy span, and low degree or participation or multiple entries; and 3) the unusual vocational pattern with early entry, lengthy or uninterrupted span and high degree of participation. The pattern of vocational participation is determined jointly by one's own preferences and by a combination of internal and external factors (Zytowski, 1969).

These studies and theories are important not because they provide the last word on women's career development but that they open the doors to research and provide some beginning attempts to understand women in other than the traditional stereotypic roles. They also offer support for the thesis that women's life patterns are not uniform and that a variety of life styles is possible for women as well as for men. There is agreement that women's patterns differ in multiple ways from those of other women as well as from those of men. And yet, in spite of their uniqueness and individual talents, circumstances, and qualities, 78 per cent of American women end up in the same role (Streidl, 1972).

Female Self-Concepts and Aspirations

There is another body of studies of women's psychology and growth that also contributes keenly to our understanding of female career development. You will recall that Super defined career development as "a lifelong process of developing and implementing a self-concept, with satisfaction to self and benefit to society." Among the career development needs that we are addressing ourselves to as educators today, through emerging career development and career education programs in the schools, are the following:

Figure 1

1. DEVELOPING POSITIVE SELF-CONCEPTS
2. DEVELOPING INTERPERSONAL SKILLS, BASIC SKILLS, AND EMPLOYABILITY SKILLS
3. KNOWLEDGE OF THE CAREER DECISION-MAKING PROCESS
4. DEVELOPING A SENSE OF COMMUNITY RELATEDNESS
5. DEVELOPING A SENSE OF AGENCY OR DESTINY CONTROL (PLANFULNESS)
6. INTEGRATING EDUCATION AND WORK KNOWLEDGE, ATTITUDES AND SKILLS WITH SELF

Yet, these concepts of occupational identity, occupational role models, sense of planfulness, and sense of agency over one's own life have been pretty meaningless in relation to women whose main identity has been through a husband's career, whose models have been essentially women in traditional roles, whose sense of planfulness has been limited to having something to fall back on in case something happens to her husband, whose goal in going to college or vocational school is as a stopgap until marriage, and whose sense of control over her own life is very limited in society in which she is programmed by the family, the schools, and society into a single expected role (Hansen, 1972).

What do some of these other studies tell us about women's development? While much more research is needed in this area, some of the results thus far are rather shocking. A number of researchers have studied the induction of children into sex roles through early conditioning and socialization (Hochschild, 1973; Hartley, 1960; Maccoby, 1966). Weitzman et al (1972) in their analysis of award-winning Caldecott and Newbury books present convincing evidence of the socialization of boys and girls for prescribed roles: persistently girls are portrayed as passive, dependent, indoor homemakers while males are portrayed as the active, strong, outdoor earners and breadwinners. The recent tape-slide presentation developed at Princeton, New Jersey, under the title Dick and Jane as Victims, provides dramatic examples of the ways in which boys and girls are depicted in elementary and middle school readers. The messages are clear: Boys need to be able to be smart, to take care of themselves, boss, do a variety of jobs, get the most money, have more fun; girls are to stay behind, watch, wait, work puzzles, sit, help boys, and stay home. Working mothers or chauffeuring mothers are not shown in the picture books and on the rare occasions shown at work are usually in jobs such as cafeteria worker. Biographies of males appear six times more frequently than female biographies; mothers are shown as weak and helpless, stupid and fearful; they give up, need to be protected, are tattletales, and have calamities. One book about girls shows a dejected little girl sitting on the steps asking, almost plaintively, What can I do? The parallel book about boys shows a standing active, happy boy saying, What I can do. Girls grow up narcissistic, asking, how will I look? What will I wear? Boys learn early that they can be, as one pre-school book for four-six year-old's suggests,

> A pirate, a sailor, a gypsy, a knight
> An actor, a cowboy, a king.
> I'll be strong, it shouldn't take long,
> I'll be five by spring.

And what does this early conditioning do to girls' self concepts and aspirations? Again, a few examples.

Matthews and Tiedeman (1964) found that girls who had expressed strong vocational goals in the junior high had shifted to marriage goals in the senior high, although the more recent study by Rand and Miller (1972) suggested that a new cultural imperative for women was being expressed by girls in junior high, senior high and college--that of the dual role of career and marriage. Other studies have cited girls' lack of vocational goals and realistic planning (Lewis, 1965; Zytowski, 1969) though more recent studies, such as the followup study on Project Talent population (Flanagan and Jung, 1971) reveal girls are showing more concern for career planning and wanting more control over their own lives and decisions. Several studies of female self concepts suggest that girls tend to devalue themselves (Goldberg, 1968; Smith, 1939; Rosenkrantz, 1968) and that they experience role conflict and "fear of success" in thinking about careers. Horner (1968), in a widely quoted study, documents the fears of a group of academically talented college women regarding their roles. Asked to complete a story about "Anne, who was graduating at the top of her medical class," the girls revealed all kinds of fear of success themes--fantasies that it couldn't be true, having Anne drop to eighth in the class and marrying the boy at the top, seeing her as an acne-faced bookworm experiencing feelings of rejection, loneliness, and doubts about her femininity, having her see a counselor who suggests that she try nursing, and the like. The girls could not cope with the image of Anne as a person who might be able to have a successful marriage and career. In separate studies Rosenkrantz and Smith both found that girls tend to devalue themselves, other girls, and girls' accomplishments and that both boys and girls value males more than females. In a study by Broverman et al (1970), mental health practitioners (psychologists, social workers, etc.) were asked to describe a mature well-adjusted man, a mature well-adjusted woman, and a mature well-adjusted person. The descriptions for the well-adjusted person and well-adjusted man coincided; however, the description of the well-adjusted woman showed her as a more submissive, less independent, less adventurous, more easily influenced, less aggressive, less competitive, more emotional, excitable and vain, and less interested in science and mathematics. These studies seem to suggest a number of factors which mitigate against women feeling very good about themselves as achieving, motivated, participating human beings.

Women in the Work Force

What happens when we move from the theoretical descriptions of women's lives and the sociological and psychological studies of their self-perceptions and aspirations to the realities of their participation in the world of work? Even here, the data can be somewhat shocking, especially to the high school girl or boy who may find it hard to internalize the data. While there are many myths about working women, there is a lot of data available about the nature and extent of women's participation in education and work--data gathered, not by the Women's Movement, but by occupational analysts in the U. S. Department of Labor. It is well-known, for example, that the 32 million working women comprise one third of the labor force; that 42 per cent of all women are working, over half of them married; that most women work for economic reasons; that the number of working mothers, even those with small children, has increased; that there is an increasing proportion of female heads of household. We are told that the average woman marries at 20, has her last child at age 26, her last child in school by 32. The average age of women in the labor force is now 42. With a life expectancy of 74 or 75, she can expect to have 30-35 years after children (if she has them) are in school to develop new meaning in the second half of her life. This chart prepared by the California Commission on Women presents a typical woman's life stages very vividly (See Figure 2). Of course there is considerable variation in these figures, dependent often on whether the woman is from a minority or poverty family, her marital status, the number of children she has, and her work motivation. But the long-range projections of the Labor Department indicate that 9 out of 10 girls will marry; 8 out of 10 will have children; 9 of 10 will be employed outside of the home for some period of time; 6 of 10 will work full-time outside their homes for up to 30 years; 1 in 10 will be widowed before she is 50; 1 in 10 will be heads of families; probably 3 in 10 will be divorced; 1 in 3 plan to go to college and only 1 in 5 will obtain a college degree (Impact, 1972).

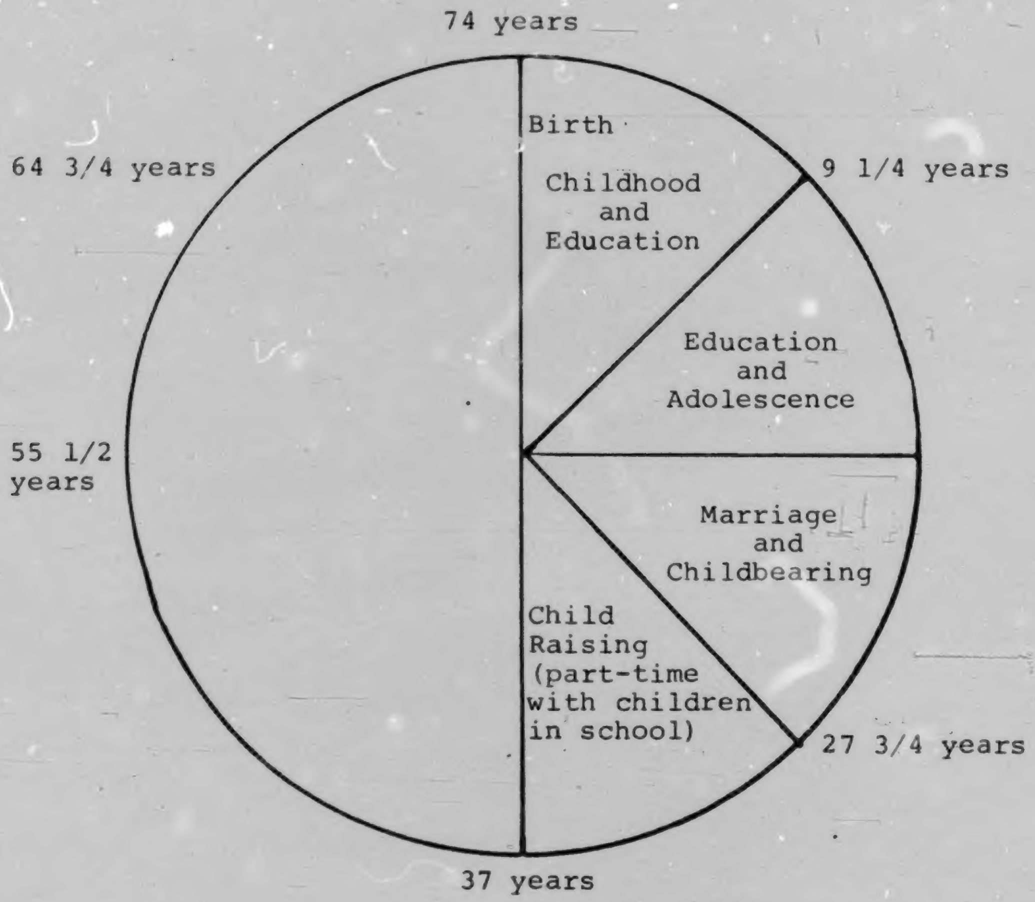
The Realities of Occupational Distribution

One of the hard realities is that women who are working are concentrated in a few occupations, many of them low-paying, low-level and dead-end. The *Dictionary of Occupational Titles* has classified approximately 23,000 different occupations in the United States, and yet one-third of all working women are concentrated in only seven of them: retail sales clerk, secretary, household worker, elementary school teacher, bookkeeper, waitress, and nurse. An additional one-third are found in 20 occupations, e.g., typist, cashier, cook, telephone operator, babysitter, assembler, hairdresser, stenographer, high school teacher, practical nurse, receptionist, maid, file clerk. Only four

Figure 2

California Advisory Commission on the Status of Women

A WOMAN'S LIFE



The blank half could be filled in with 'vegetation,' employment, political activity, community work, church or club work, etc., but should it not be filled with productivity and the utilization of talents, abilities and interests? Do people stagnate if they don't continue to grow? What happens to a woman who hasn't worked in 20 years if she is suddenly widowed or divorced at age 43? Shouldn't full-time homemaker's child-raising years be devoted part-time to continued education and preparation for the last half of her life?

million women--15 per cent of all women workers--are professional or technical workers: women comprise only 7 per cent of the physicians, 3 per cent of the lawyers, 1 per cent of the engineers. The proportion of women in professional jobs has declined over the past 30 years, from 45 per cent in 1940 to 37 per cent in 1969. Three out of four clerical workers is a woman. The average full-time female worker makes 3/5 of the earnings of the full-time male worker in all occupational levels and fields. An excellent detailed presentation of these statistics appears in both Kreps' Sex in the Marketplace: American Women at Work (1971) and Kievit et al Women in the World of Work (1972). Such are the realities of women and work.

Societal Trends and Changing Life Patterns

There are a number of societal trends and changing patterns of work and family which have contributed to women's increased participation in work and community, even if that participation has been concentrated at the bottom with little room at the top. While the rate and strength of movement is difficult to measure, it seems fair to say that these trends are having an impact on women's career development. Let me cite and briefly comment on a few of them:

1) TECHNOLOGY. Technology has made the housewife's job much easier and less time-consuming. The 'decline of motherhood' as a full-time occupation is not something that was created by women's liberation but is something which has come about partly because of the increased freedom of many women (not all) from the drudgery of housework.

2) POPULATION EXPLOSION AND BIRTH CONTROL. These have had powerful effects on norms. More couples are deciding to have no children or perhaps only one, with increased freedom for both men and women to fulfill multiple roles.

3) PART-TIME JOBS AND DAY-CARE CENTERS. The greater availability of part-time work is making it more possible for more women to work outside of the home; similarly, the increase in day care centers, many of which are striving to be more humanized, is making work outside of the home more feasible. Although many of the jobs are low-paying ones, there are efforts on the part of some employers and organizations like Catalyst

in New York to open up more higher level part-time jobs for women in business and industry.

4) LEGISLATION AND FEDERAL REGULATIONS. Revised Order No. 4 (Executive Order 11246 creating Affirmative Action), the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Title IX of the Education Amendments of 1972, and Titles VII and VIII of the Public Health Service Act of 1971 all provide a legal context for improving the status of women and opening up equal opportunity in education and work.

5) THE WOMEN'S MOVEMENT. The Feminist Movement certainly has highlighted the issues and concerns about equal rights for women in a variety of sectors and has given much publicity to the need for change in many areas of women's lives. While the term "Women's Liberation" has an unfortunate connotation for many, there has emerged in the last couple of years a mature and responsible body of literature which gives beautiful expression to what it means to be a woman in our society. There is an increasing recognition that we are talking not only about women's liberation but human liberation.

6) NEW LIFE STYLES AND SENSE OF IDENTITY. There is a movement toward a more androgynous society in which roles in work and family are shared; more family patterns and life styles are being written about, acknowledged, and accepted; more women and men have become conscious, sensitive, and vocal; women especially are risking different kinds of patterns and expressing their needs to find additional outlets for their multiple talents and abilities and greater involvement in the affairs of society.

7) CONTINUING EDUCATION. Although higher education has been one of the chief discriminators against women, opportunities are opening up for women to re-enter education and/or work, to update their skills or train for new fields. There has been a growth of such programs around the nation. They are characterized by diversity of design and offer alternative education, experimental

programs modified to fit female life patterns. Many women are re-entry women going back to school for personal enrichment or training because early marriage precluded for many the opportunity to acquire such skills and training or an occupational identity.

8) BREAKDOWN OF OCCUPATIONAL AND CAREER STEREOTYPES. For a variety of reasons, continuous career patterns and/or double track patterns are becoming more common, even for women with pre-school children and not only those who must work out of economic necessity. In addition, a number of occupational sex stereotypes are being broken down so that it is more possible for women to enter traditionally male occupations such as female auto mechanic, college professor, mechanical drafting, telephone lineswoman, and for men to break the sex barriers regarding typical female occupations such as telephone operator, male nurse, day care worker, and elementary teacher.

These are just a few of the factors which are contributing to the new realities of work and family in our society and which require that we as educators and parents and employers discard some of our old models of thinking and acting as we influence the lives of girls. In view of these realities about women in relation to work and the changes in society, it is important that we look at the barriers to the career development of women and find ways in which we can help to eliminate them. Let me summarize a few of them, several of which have been implicit in my earlier comments.

Obstacles to the Career Development of Women

1. The Barrier of Sex-Role Conditioning and Socialization. I am concerned when I learn that on many of the major variables in human development--self-concept, moral development, evaluation of other women, and career aspirations--female development levels off at about the ninth grade. The image we give girls of themselves through our curriculum materials and child-rearing practices seems to have taken hold, and the self-fulfilling prophesy comes true. The early conditioning for marriage and motherhood as the only roles they will fill leads many girls to a negative self-concept which says, not, I can, but I can't. To overcome this barrier, it seems to me we have to become aware of our own nonconscious sexism and the ways in which

we relate to boys and girls by sex rather than as human beings and persons with a wide variety of talents and interests. It seems to me that just as with broader career development programs, this will require a coordinated effort of parents, teachers, counselors, administrators, and business and industry. Parents still are the chief influencers of career development of both boys and girls and have to be brought up to date on the new realities.

2. The Barrier of Role Conflicts--Marriage or Marriage and Work. It is interesting that there is a natural expectation that men will be able to fill multiple roles of employee, husband, and father but that we do not have that expectation for women. Thus the woman who is considering both career and family does experience role conflict. Besides the fear of success and concern about femininity which Horner found, she may be caught between trying to vie with men in jobs, career, and business and at the same time trying to find an identity as a wife, mother, and woman. She faces the problem of meeting the multiple demands on her once she has accepted multiple roles and the necessity of having to be a superhuman being to meet those demands, to organize her time, to manage the household, to have an abundance of energy--unless, perhaps, she has a husband who recognizes that such roles and household chores can be shared. If she has small children, she may be criticized for not spending enough time with her children, although the literature on the working mother suggests that her children are no less well-adjusted than other children, that they are more independent, that they have more career aspirations, and, when asked to name the person they would most like to be like, most frequently mention their mother (Bem and Bem). One way this may change is if we can recognize that women's development is a male and female concern, for when we talk about women increasing their participation in work and community, we are also talking about the lives of the men and the families who will be affected by these changes. The problems of the re-entry woman with children, for example, may include the way in which her husband and children cope with her transition from a traditional to a contemporary woman. As male feminist Warren Farrell points out so well, the problems associated with the changing roles and status of women require the resocialization of men's attitudes toward those roles. And as we move toward this androgynous society, we may see a greater variety of life patterns--the egalitarian marriage in which both parners have professional careers outside the home and share that part of their career that is in the home; the two-person career in which one job or appointment is shared by

two partners who want to work 20 hours or so outside of the home and have more time for other parts of their lives; or the extended family in which members develop an alternative life pattern related to work, family participation, and leisure; or the single parent who prefers not to marry but adopts a child; or the many poverty families in which there may be a female head who has little option whether or not to work. One of the ways that we can remove these conflicts is to be more accepting of a variety of life patterns and life styles.

3. The Barrier of the Focus on Marriage or the Prospects of Marriage. We know that the modal role is still marriage and probably will continue to be. But we as educators and parents need to make our young men and women aware of the fact that life does not end at 40 and that prince charming is not going to take care of his princess forever and forever. They need to be made aware of those last 25 to 35 years of a woman's life span and to do some conscious planning for what she is going to do in those years. Consistently studies have shown that girls lack planfulness, that they tend not to seek occupational information, and they lack realistic educational-occupational plans. It seems to me that with the current thrust on career development programs, teachers and counselors especially have an excellent opportunity to intervene and facilitate some changes in this area. Regarding information Martin Katz has said of both boys and girls, "They do not know what they need, they do not have what they want, and they cannot use what they have." We have a responsibility to help them get this information, to use it, and to internalize it in terms of their own goals, plans, abilities, and preferred life styles.

4. The Barrier of Lack of Work Orientation. As Rand and Miller found, girls from the junior high upward are beginning to see themselves in multiple roles, especially in the dual roles of career and marriage. Yet, women simply are not as work oriented as men--we are not expected to be. Working outside the home has not been as central to women as to men, and women are not expected to have career motives at the head of their motivational hierarchy. If they do, they are labeled "unusual," as Zytowski suggested. Concern for women's career development is not a movement to get every woman into the labor force. Rather, it is a concern for her uniqueness and individuality as a person and for her right to have some freedom of choice in both her personal and work life. It is a concern about the overwhelmingly subordinate nature of women's roles--as nurses rather than

doctors, as teachers rather than principals, as assembly workers instead of supervisors, as secretaries rather than bosses, as telephone operators rather than linemen, as tellers rather than lending officers, as administrative assistants rather than deans. It is concern about the ancillary nature of women's careers, with only infinitesimal numbers in medicine, engineering, management, and finance. It is concern about the passivity and dependence that keep her from finding room at the top of the competitive, aggressive world and for her lack of preparation to deal with that organizational world. It is concern about the fear of success and competency that keeps women from maximizing her potentials and from making what Tyler (1972) calls first-class rather than second-class contributions to society. It is concern about the complexity of demands, pressures, and conflicts facing women at different stages of their lives and the limited reward system which denies them the range of options and rewards available to men. Most important, it is concern about the negative self images of women that result in denigration and low motivation and keep them from developing and utilizing their potentials, potentials which are sorely needed by society. What we need to do here has to do with changing these self concepts, opening up opportunities, and upgrading aspirations so that more girls will be able to say, not, What Can I Do? but What I Can Do.

5. The Barrier of Sex Discrimination. While it is true that some of the barriers between women's work and men's work are being broken down, the discrimination in hiring, in wages, in promotion is still very real, affirmative action programs notwithstanding. Much work remains before the laws and regulations are implemented and have some teeth in them. The Minnesota Board of Education passed a position paper offering nine suggestions for what school systems could do in "Eliminating Sex Bias in Education." So far little has happened until last December when another resolution was passed regarding implementation, and a person has been hired in the Human Rights Division of the State Department of Education to coordinate implementation efforts around the state. It seems to me that as educators we have to start where we are, to look at our own attitudes and the ways in which we perpetuate the discrimination--whether in athletic budgets, promotion to administrative positions, examination of curriculum texts and materials, denial or refusal to support programs and options which would facilitate career development of girls and boys, subtle messages and cues which we communicate to students and clients about appropriate roles and possibilities, and the like.

What We Do About It

One of the things we have learned about organizational change and change process is that it is fruitless to offer solutions before people recognize that there is a problem. Unfortunately there are many parents and educators today who do not recognize that there is a problem. In higher education and in elementary and secondary education, concern about women's development is still a "Ha-ha." It is seen as something created by "women's libbers" who are perceived as the fanatical fringe. It is my belief that teachers and counselors and parents are not going to do anything about the role and status of women unless they identify with the problem. The best way for this to happen is to start with some consciousness raising workshops among students, faculty, parents, and employers--to increase not only their feeling awareness of what we are doing to obstruct the development of girls (and thereby of boys) but their data awareness of what is happening to women in relation to the work force and of the potential effects on families and life styles.

A number of teachers and counselors are doing something about women's development. A third grade teacher has tried to sensitize her children to the sex-role stereotyping that pervades their readers and curriculum materials. They wrote letters of protest to Hallmark regarding the ways in which boys and girls were portrayed on greeting cards; they examined their Illustrated ABC of Occupations book, and when they found A as in Astronaut (male), B as in Beautician (female), C as in Computer Programmer (male), and D as in Dentist (male), they rewrote their own book. Two junior high English teachers developed a unit on Images of Male and Female and had their seventh and eighth grade students study a variety of issues related to sexism; they also analyzed the presentation of male and female on TV and in magazines and newspapers, and they had students interview workers who had chosen occupations which were somewhat sex-typed. A counselor and a teacher teamed to develop a three-week group counseling session on "Women in the '70's." Students looked at their own attitudes and expectations through a variety of awareness exercises, did some values voting regarding their attitudes about women's roles, and were exposed to a variety of role models of women in different life styles--e.g., the traditional homemaker, the dual career, the two-career family, the single adoptive parent. A male and female social studies teacher teamed to create a unit on "Women in History," in which students investigate several facets of the role and status of women and look at the issues critically. One counselor created a questionnaire for faculty to look at their own attitudes toward women's roles; another created a model for a faculty workshop on sexism in education; some counselors and teachers developed an interdisciplinary program called "Women's Seminar" in which first girls and then boys (at their own request) spent ten 3-hour weekly seminars looking at women's roles and human sexuality. Another senior high counselor developed a "Women in Literature" course intended to facilitate girls' development by studying the lives of women who had functioned at higher levels of development based on the Kohlberg Scales of Moral Development and Loevinger Scales of Ego Strength. Students also interviewed a variety of women about their life patterns.

It is apparent from these few examples that a number of educators perceive that there is a problem and are trying to do something about it. One of the limitations of these approaches is that they are somewhat piecemeal and fragmented and reach only a small portion of the student population in any school. It seems to me if we are to make progress in this area of human development, we have to develop much more systematic programs, such as those that are possible through career education and career development, starting sequentially in the elementary school and continuing into the post-high years. I have used a portion of my time in the last few years to develop a set of career development curriculum objectives, K-12, relating to women's emerging life patterns. I would like to discuss these and some counseling interventions with you tomorrow.

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REACTION TO DR. HANSEN

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If I heard Dr. Hansen correctly, she has told us that the biggest problem, and therefore the greatest challenge, facing those concerned with the career development of women is to create in students, faculty, parents, and employees a desire to examine what is happening to women as members of the work force and to take a look at the potential effects on the way families live. From the point of view of a vocational educator, as a former department store manager, and as a career woman, I would like to comment briefly on several of the points she has raised.

I believe that in light of the information which Dr. Hansen presented concerning women in the work force, you would be interested in some data from a research project, "Young Women in Virginia," (Jordan, 1966) which brings the problem nearer home. The study, which was conducted in 1965 by Professor Emeritus Beth Jordan, who before her retirement was head of the home economics teacher education program at VPI, included a sample of 1585 women selected randomly from the 20,000 girls enrolled in 10th grade home economics class ten years prior to the study. I have selected from the data several statistics pertinent to the topic we are considering today:

Figure 1

Almost half married between ages of 15 and 17

Almost all had been employed since leaving high school

Slightly over 1/3 had four or more years of schooling beyond high school

1/2 were interested in training that would prepare them for employment

3/4 had been employed since marriage and

2/3 were currently employed

Nearly 1/2 were employed in clerical and sales occupations

Over 90% felt that young women need preparation for employment

The profile of these young women, around 26 years of age at the time of the study, indicates that they not only have a need but a desire for vocational training. A look at the occupational status of these Virginia girls scattered all over the globe, makes Dr. Hansen's statements concerning the realities of occupational distribution come to life. Consider the information in Figure 2.

Figure 2

48%	Clerical and Sales
33%	Professional, Technical and Managerial
10%	Services, Including household
5%	Semi-Skilled (Operatives)
3%	Skilled (Craftsmen)
1%	Unskilled (Laborers)

I agree with our speaker that concern for women's career development is not a movement to get every woman into the labor force. But since the probability is that nine out of ten women will work outside the home at some period of their lives, don't we have an obligation to help each woman make the maximum contribution of which she is capable--both for her sake and for the sake of society?

Let's just look at one problem Dr. Hansen discussed--female self-concepts and aspirations. DeCecco reports that in Terman's studies of gifted children "the adult careers of women were very undistinguished. A very small number engaged in university teaching, creative writing, art, and research, but 2/3 of those with IQ's of 170 and above were office workers or housewives." DeCecco says: "The last veil which the American woman must surrender for her full emancipation is the one that now hides her intellectual capacity" (DeCecco, 1968). Will this veil ever drop unless men look on intelligence as a form of beauty?

The climate is right for women to be accepted into higher positions, but if my experience on Search Committees is typical, there are not enough women available to take advantage of the opportunities that abound. We made a nation-wide search for a person to fill a position in our vocational and technical division and out of 29 candidates only one woman submitted an application. Are we encouraging young women to envision the last 25 to 35 years of their lives and to do some educational and occupational planning that will result in their being qualified for the opportunities that arise as Dr. Hansen suggested? According to Killian, (1968) there are innumerable executive positions available in this country.

Are we as guidance counselors and vocational educators willing to face the hard realities of some of the reasons--other than sex discriminations--why women as a group occupy such a low place on the occupational totem pole? Take a look at Killian's profile of an effective executive:

Figure 3

Mental Capacity

Ability to Communicate

Constructive Habits

Problem-Solving and Decision-Making Ability

Adaptability to Change

Receptivity to New Ideas

Courage to Manage

Could it be that some women who are passed over for higher level jobs are lacking in one or more of the qualities that characterize successful executives? As a part of the career decision-making process, can we help women in the area of value clarification so that they can decide whether or not a management position is what they really want or whether some other job would be more satisfying? Some women (men, too) have no taste for directing the activities of a number of people and yet can have distinguished careers as individual workers.

Roger D'Aprix, writing from the corporate environment of the Xerox Corporation, says in his book Struggle for Identity that in order to be satisfied in any company, it is necessary for an individual to ask three questions: Who am I? What do I really want for myself and for those who depend on me? What price am I willing to pay? He quoted Dag Hammarskjold as saying: "The longest journey is the journey inward." If we agree with Super's definition of career development which Dr. Hansen cited as "a life long process of developing and implementing a self-concept, with satisfaction to self and benefit to society" we will help women at every stage in their career development to take a "journey inward." D'Aprix suggested some questions that would be helpful:

Figure 4

WHO AM I?

If you could have any job, which one would you pick?
What do you enjoy doing with your time? Your money?
Who or what has the greatest emotional hold on you?
What rewards in life are most satisfying to you?
Who or what irritates you?
What do you find to be the greatest frustrations in your life?
How intelligent are you, compared with most people you know?
How aggressive are you? How important is it to win?
Do you enjoy power?
What do you worry about most?

WHAT DO I REALLY WANT FOR MYSELF AND FOR THOSE WHO DEPEND ON ME?

How important is money to you? How much is enough?
Do you like the structure and order of a company?
Would you rather work independently? Do you have that kind of self-discipline?
Where do you want to work and live?

What are your most important personal and family goals?
Which of your emotional needs do you feel are most important?

WHAT PRICE ARE YOU WILLING TO PAY?

How hard are you willing to work, both physically and emotionally?
What price is your family prepared to pay?
Are you willing to sacrifice personal convenience and satisfaction for promotion and dollars?
Are you willing to give up friends and stable relationships in your community to move to new opportunities in new cities?
Can you be manipulative and political in your dealings with others if circumstances require it to advance your career?

If women want to be treated equally in the marketplace, they will have to answer these soul-searching questions just as men have to answer them.

I am glad that Dr. Hansen cautioned against stereotyping women. In discussing the intelligence of women compared to men, Anastasi; to whose research Dr. Hansen referred, when asked whether man or woman was more intelligent, reminds us of Samuel Johnson's reply: "Which man?" "Which woman?"

I believe that in our career development programs we will have to stress the individual differences of women among women. If we can find a way to help women to take charge of their lives through planfulness we will have made a major contribution to their career development. If they have been given the assistance they need in making career decisions, when a decision is made it will be the individual woman's decision and not one imposed on her by society or by her family.

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CAREER EDUCATION - FEMININE VERSION

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Approximately half of all human beings on earth eagerly accept the cunning and convenient proposition that, "Men are logical thinkers," with, of course, its condescending corollary, "Women are intuitive." By aggressively promoting this invention as universal truth, men have acquired the ascendant role and have convinced themselves--and many of us women, too--that they are indeed superior.

Few men today would dare to say it out loud--at least not in certain quarters, but dear old Dr. Spock did: "Women are usually more patient in working at unexciting, repetitive tasks . . . Women on the average have more passivity in the inbore core of their personality . . . I believe women are designed in their deeper instincts to get more pleasure out of life--not only sexually but socially, occupationally, maternally--when they are not aggressive. To put it another way, I think that when women are encouraged to be competitive too many of them become disagreeable."

However, even Dr. Spock has had his consciousness raised. In the December issue of Redbook Magazine, in an authors' note at the head of his monthly column, he wrote

> In order to help end discrimination against girls and women, I'll no longer use 'he' when the child could be of either sex. I'll say 'they,' when possible. At other times I'll say 'she,' as a reminder of how much must be done to overcome the injustices of the past.[1]

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[1] Spock, Benjamin, "When a Baby Won't Sleep." Redbook Magazine, December, 1973, p. 20.

In an earlier time, the American writer, Ambrose Bierce said, "To men a man is but a mind. Who cares what face he carries or what he wears? But woman's body *is* the woman."

Talleyrand opined, "One must have loved a woman of genius to comprehend the happiness of loving a fool."

Throw her a bauble or a bonbon dress her in lace and dine her, but let's not have any of these intuitive opinions attributed to the sex. Come to the committee meeting, lady, but bring cookies, not ideas.

The logical thinkers would have us believe that business acumen, sound judgement, and any shrewd decisions--brains, if you will--are somehow out of our province, that they are not feminine. And we must, they exhort us, by all means remain feminine, meaning: wear our skirts short, our necklines low, and be demurely passive.

Indeed, with interesting insight, Susan Sontag in an article on "The Double Standard of Aging" stated that:

> To be a woman is to be an actress. Being feminine is a kind of theater with its appropriate costumes, *decor*, lighting, and stylized gestures. From early childhood on, girls are training to care in a pathologically exaggerated way about their appearnace and are profoundly multilated--by the extent of the stress put on presenting themselves as physically attractive objects. Women look in the mirror more frequently than men do. It is, virtually, their duty to look at themselves--to look often. Indeed, a woman who is not narcissistic is considered unfeminine. And a woman who spends literally *most* of her time caring for, and making purchases to flatter, her physical appearance is not regarded in this society as what she is: a kind of moral idiot. She is thought to be quite normal and is envied by other women whose time is mostly used up at jobs or caring for large families.[2]

Woman is so frequently judged in terms of her appearance, particularly her youthfulness, not only in social and sexual situations but in relation to her job. Part of career education is in helping young people and adults to examine the values underlying such behavior and their limiting effects on the lives of women.

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[2] Sontag, Susan, "The Double Standard of Aging," *Saturday Review of the Society*, September 23, 1972, p. 34.

It is unfortunate that women have tended to reinforce the values with their complacency, with their contempt for other women who do not "measure up" in terms of the values, and with their lies! Ms. Sontag concludes that:

> Women have another option. They can aspire to be wise, not merely nice; to be competent, not merely helpful; to be ambitious for themselves, not merely for themselves in relation to men and children. They can age naturally and without embarrassment, actively protesting and disobeying the conventions that stem from this society's double standard about aging.[3]

How in the world
do you cope in a world
where coping has gone out of style?

How do you cope in a society
where it is all right to be prettier than a
man and very bad to be stronger or smarter?

How do you cope in a community
that gives equal value to looks, brains,
and a closet full of Puccis?

How do you cope in a marriage
where a husband is supposed to feel humiliated
and inadequate
if his wife lives up to her full potential?

How do you cope in a world
that thinks coping is being what you aren't
so you can make a man believe he is what
he isn't?

Louder, please Professor,
I cannot hear a word you say.[4]

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[3] Ibid, p. 38.

[4] Wyse, Lois, A Weeping Eye Can Never See, Doubleday & Company, Garden City, New York, 1972.

You really can't miss exposure to the problems of women in achieving full self-realization in their various roles--not if you read and listen at all. Your consciousness is going to be raised--whether you will it or not! Just in the realm of popular magazines, The New Woman and Ms. are prominent on the newstands and provide provocative reading for the liberated and becoming liberated. The "No Comment" feature in the February, 1974 Ms. gives one pause with its quotes submitted by readers:

> . . . from TV Guide--Blast! If I could lose this ugly woman's libber I took out tonight I could make it home in time to watch Channel 12.
>
> . . . from U.S. Forest Service Map, Dakota National Forest--Golden Rules of Company, No. 2: be considerate of your neighbors--keep dogs, children and wives under control at all times.
>
> . . . from the Charlotte Observer--Goldwater got both laughter and applause for his response when asked if he supported the woman's rights amendment. "I don't think it is needed," he said. "I was for it at one time but then I saw the women in Washington who were pushing it, and I said, Hell, I don't want to be equal to them."[5]

How can a woman not be unsure of her identity and somewhat fearful as she moves into new areas of freedom, expression, and responsibility. Look further at what they have said about us.

Last year Dr. Edgar F. Berman recommended that women be kept from top positions of power. He opined that they may periodically go a little berserk due to "raging hormonal influences."

Nietzche said, "When a woman inclines to learning there is usually something wrong with her sex apparatus." Aristotle described women as "female by virtue of a certain incapacity . . . (They) are weaker and cooler by nature than . . . males and we must regard the female character as a kind of natural defectiveness."

Sigmund Freud, the archenemy of the feminists, wrote in his diary at the age of 77, "What do women want? Dear God! What do they want?" A Champaign, Illinois clergyman responded to Freud's question

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[5] "No Comment," Ms., February, 1974, pp. 76-77.

> I would suggest that the answer is not all that complex. Women want, dear God, to be treated as persons. Most of them do not want to lay aside their femininity but to gather it up into a higher unity in which they are fully women and fully human. That would be a state not unlike the one described by Paul, when in a moment of insight, he transcended his chauvinism--that state in which he said 'There is neither Jew nor Greek, neither male nor female, neither bond nor free--but all are one . . .'

In understanding the career needs and problems of the modern American woman, it is essential to understand her roles and life styles.

Today's American Woman: She is an infinite variety. She is a militant feminist--a Betty Friedan, a Kate Millet, a Gloria Steinem charging against the limiting forces of sexism.

She is a gentler Judith Viorst, still feminist enough to ask, "Where is it written that husbands get 25-dollar lunches and invitations to South America for think conferences while wives get Campbell's black bean soup and a trip to the firehouse with the first grade!"[6]

She is Congresswoman Shirley Chisholm, declaring that she has been more discriminated against as a woman than as a Negro.

She is black writer Renee Ferguson explaining in the Washington Post, "The women's liberation movement touches some sensitive nerves among black women--but they are not always the nerves the movement seems to touch among so many whites."

She is Sister Sally, about whom Lenore Kandel wrote:

Moon-faced baby with cocaine arms
nineteen summers
nineteen lovers
novice of the junkie angel
lay sister of mankind penitent
sister of marijuana
sister in hashish

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[6] Viorst, Judith "Where Is It Written?" It's Hard To Be Hip Over Thirty and Other Tragedies of Married Life, New American Library, New York, N.Y., p. 55.

sister in morphine
against the bathroom grimy sink
pumping her arms full of life.[7]

She is Pat Nixon, Ann Landers, Rosemary Wood, Nola Smith, and singer-educator Roberta Flack.

She is an elementary teacher in Las Vegas; a young potential member of the Pussycat League; the 20-year-old mother in a California commune; the recent bride shopping for groceries in the neighborhood supermarket; and the former Future Homemakers of America president combining her work life and family life in a harmonious synthesis. (We always hope that FHA girls achieve this harmonious synthesis.) She is today's American woman living in a complex world of rapid change. The neater linearity of the female life style of the past, with its relatively predictable sequence of life experiences, has given way. A maelstrom of sensation and experience influences today's woman. The result is a wide variety of life styles.

There is more concern with affect today, less with reason and logic. Our work lives and our family lives are affected. Excesses of emotion, sensation, sensuality are symptoms of the times. Restraint and discipline are values meagerly prized in present-day American culture. Modern dress with its color and variety and frequent unisex titillating TV ads-even for such mundane products as shaving cream and the breakfast oranges; sensitivity training; the drug scene; "soul"-these are only a few of the evidence of emphasis on sensation and feeling. The theme today appears to be, "I don't want to read; I want to feel. I don't want to learn; I only want to experience. I don't want to look; I want to touch."

Women's lives and modes of response are affected in myriad ways by all the emphasis of feelings, the down-playing of reason. Wholly consistent with this emphasis are some of the forms taken by the movement for female equality. Women have been afraid of not being heard if they spoke with soft reasonableness, so they have raised the angry voices and fists of hot communications of the day.

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[7] Kandel, Lenore, "Blues for Sister Sally," Word Alchemy, Grove Press, Inc., New York, N.Y., 1960, p. 61.

Perhaps it is not really as paradoxical as it might seem at first thought that along with much violence in emotional response to the social problems of the day we are also seeing an increased tenderness. Many young people seem to be grouping toward a life of increased social concern, of humaneness, of gentleness. Helping them find expression for these goals and feelings through responsible family life is one of the chief challenges to education, particularly the educational field of home economics.

Women today are expected to be full human beings. They are involved in expanded expectations--and frustrations. Women are seeking new paths in both family life and work life. The female's search for new occupational identities and for fair and equal treatment in the vocational role should be of concern to all educators.

There are no basic differences in intelligence between the sexes, and women can succeed at almost any job a man can do. These are well-established facts. However, stereotypes are operative which limit the vocational opportunities open to women. Certain occupational roles, such as nurse, teacher, secretary, are generally considered acceptable; certain others, such as business executive or airplane pilot, are frowned upon, not only by men but by many women.

Of the "acceptable" roles for women, the wife-mother role is still the most acceptable. Opting for the career role as first in importance, as a reasoned choice, raises questions of the woman's femininity among "Freud and Spock thinking males." Many women see a career as a choice of last resort--an evidence of failure to achieve the primary feminine goal. Ambivalence with respect to their role goals is felt by many women--although my observations lead me to believe that this ambivalence is giving way. My generation felt it (still feels it) more than the current crop of young women in their 20's and early 30's. They appear to see their various roles as more of a piece--a synthesis of roles, if you will--and they are less torn between them.

Of course, a basic fact to be taken into account is that women will still have to bear the children. There is a play in which a 16-year old boy becomes pregnant, but there seems little likelihood that such a situation will ever exist outside the world of fantasy. Because of motherhood, the woman's work life, and her educational role as well, are likely to be discontinuous in nature. Just as the majority of men desire fatherhood, so do the majority of women desire and achieve, motherhood.

But the problems of population explosion have forced us to take another look at parenthood. Stringent limitations on family size appear to be inevitable, essential from social point of view, possible from a medical point of view. It has been suggested that the day is not far off when girls will need to take a baby license before they can get a pill or shot that temporarily allows fertility--all of which will result in great availability of many women for the work force for more years of their lives. Hence, the concept of the "discontinuous nature of women's work and education" will be a somewhat less important factor in considering womanpower in the economy or education for women.

In addition, modern methods of contraception, changing abortion laws, and the social necessity for family size limitation, along with changes in sexual mores and other changes that impinge on family life, are bringing about alternations in family forms and functions. Toffler discusses these changes in his book, Future Shock. He refers to the nuclear family, "stripped down and mobile," as the standard model in all the industrial countries. But he sees emerging new couple arrangements of varying commitments with respect to time and goals--some based on mutual interests and matched careers, some based on parenthood as a primary function, some perceived as relatively temporary arrangements, some as permanent. He suggests that some families may defer child rearing until the retirement years; the post-retirement family could become a recognized social institution. Other alternatives lie in communal family life, group marriages, homosexual family units, and polygamy.

Confusing the problem further, but adding a new dimension of challenge to home and family life and career education is an interesting situation articulated by Renee Ferguson in a recent issue of the Washington Post. She said:

> At a time when some radical white feminists are striving for a different family structure, many black women are trying to stabilize their families. They are making a special effort, in a great number of cases, to assume the wife and mother role more effectively.

It should be noted here than an April 1970 publication of the Bureau of Labor Statistics stated that the participation of black women in the labor force may be expected to decline from 49 percent in 1968 to 47 percent in 1980. This change will reflect the improving economic situation of black men and lessening pressure on the female to contribute toward the support of the family.

Parenthetically, I would like to say that my recent experiences as a member of the O.E. Women's Action Group composed of nearly equal numbers of blacks and whites leads me to suspect that the life situation really isn't very different for us sisters. We all suffer from sexist attitudes and practices and we all want to realize ourselves more fully as women and as careerists. God knows (she knows) we need Sisterhood in our efforts!

Since 1950, the labor force has increased by only seven million men and by about 13 million women. Although the myth is widely held that most women are part-time workers, four out of five adult women over 20 are full-time workers. Fifty-nine percent of all young women, aged 20-24 (the prime child-bearing years) are working or looking for work and the same is true for 50 percent of married women in that age group. Well over six million households depend solely on a woman for their means of support.

In all kinds of jobs, women earn less than men and the "pay gap" is widening. In 1957, the median earnings per year for women: $3,008; for men, $4,713. In 1967, $4,150 for women; $7,182 for men. And in 1972, $5,903 for women, but $10,202 for men. Whatever the job, women earn less than men. And women hold most of the lower-paying jobs.

Women constitute a distinctly disadvantaged group in the world of work. Thus, need for immediate attention to employment practices, attitudes, and educational opportunities related to women's vocational opportunities is underlined.

In addition to the limitations imposed by the work situation, women are further handicapped by certain stereotypes regarding appropriate feminine roles. Low aspirations have generally been attributed to females, and just as generally socially approved.

A study by Martina Horner, involved asking male and female undergraduates to write a story based on the sentence, "after first-term finals Ann (John in the male version) finds herself at the top of her medical-school class." More than 65 percent of the girls told stories which reflected strong fears of social rejection, fears about womanhood, or denial of the possibility that any woman could be so successful. In responding to the male version, less than 10 percent of the boys showed any signs of wanting to avoid success. Rather, they were pleased at John's triumph and predicted a great career for him.

Generally speaking, the vocational self-concept of the female is limited by her early training, by parental expectations, by her dolls and playthings, by the stories she reads, by her educational experiences, and by depiction of females in the mass media. Combatting the stereotypes and broadening the vocational self-concept of young girls will require modifications in the materials and methods of educational programs from early childhood upward.

Provocative of thought and discussion is the question as to whether there are peculiarly masculine and feminine concepts of career. In a recent issue of Mademoiselle, Editor Mary Cantwell said, "It's very hard for a woman to allow herself to be as deeply involved in her work as a man is, even if she is wholly capable of it, because most women are still defined by men and want to be liked by them." She continued by saying that "many men do not like women who are not playing woman's classic role." Women have had a tendency to regard work as an intermediate step between schooling and motherhood. Even if they continue to work after marriage, their major orientation is toward the economic gains involved rather than toward the intrinsic satisfactions inherent in a career.

Perhaps Philip Slater has an answer for the woman's dilemma regarding career commitment and the place of work in her life. He expresses the opinion that the usual concept of career is male-oriented. He says, "Career has connoted a demanding, rigorous, preordained life, to whose goals everything else is ruthlessly subordinated, everything pleasurable, human, emotional, bodily, frivolous." He suggests that women work toward a new definition of career which recognizes the importance of meaningful, stimulating, "contributing" occupational activity, challenge, and social satisfactions without a sacrifice of the human values implicit in the finest definitions of marriage, family motherhood, and friendships. He sees the possibility of woman's adopting a revolutionary stance with respect to work. She need not fall into the masculine trap of finding her major definition of self in and through her work. She can make her commitment to work and to human values and find these goals compatible. American industry plans to hire 54% more women college graduates into responsible positions this year than it did last year. This is no one shot deal to satisfy the Women's Liberation Movement. This is a hard economic reality and is a sobering reminder of things to come for women in the world of work. The following specific steps should be taken; indeed are being taken:

1. Kindergarten and elementary school educators should help open new vistas of occupational opportunity to girls through promoting an awareness of women as employed persons and through helping girls enlarge their vocational self-concept through a developing understanding of the great variety of occupational roles that they might fill.

2. From pre-grammar school on, females should be encouraged to pursue their own intellectual interests and concerns.

3. Employed married and single women from a wide variety of occupational fields should serve as resource persons along with men in promoting awareness of occupational possibilities.

4. New student text materials which present a variety of socially constructive life styles and roles, including a variety of occupational roles for women, should be developed and tested.

5. Nursery school, kindergarten, and elementary teachers should be educated to assume greater responsibility for helping girls expand their vocational self-concept.

6. Guidance counselors should be made more aware of the significant role that they can play in helping girls develop their potential for employment in a wide variety of occupational fields.

7. Teachers of such general education subjects as English and Social Studies should be provided an orientation to the whole area of vocational preparation for women. The unique contributions that these fields can make are needed in the total effort to improve the vocational lot of women. For example, the communications problems of the woman at work, particularly as she tries to "make it" in traditionally male bastions of employment, would be provocative and meaningful for the job-oriented girl - and young man. The

fascinating literature on women, from that of Simone de Beauvoir to the writings of Oriana Fallaci, Judith Viorst, and Robert Graves could be reviewed and discussed in literature classes.

8. Women's history might be included in social studies for the role identification of young girls and for the role models of concerned and responsible women in the political, social welfare, and economic life of the nation.

9. Opportunity should be provided for girls and women to choose and prepare for occupations in any field of endeavor that interests them. This is the challenge to Vocational Education. Females should be recruited for some programs of study that were virtually closed to them in the past.

10. All training programs should include opportunities to prepare for the dual role of homemaker-wage earner.

11. Alternatives and supplements to in-school instructional programs should be employed to expand training options and opportunities for both sexes. For example, television, audio-video cassettes, and correspondence courses, along with a variety of other media, make possible increasingly rich and sophisticated opportunities for study in the home at the convenience of the student.

Permeating all career education programs should be concern for moral and ethical values as they relate to occupational choice, job performance, and related life style. But that is another speech.

I hope that this conference will be more than a talk conference. We have definite directives for change in expanding the vocational and educational opportunities for women. The challenges are clearly defined and we are among those who can make significant moves toward meeting these challenges.

REACTION TO DR. SIMPSON

Dr. Emma W. Schulken
President
Virginia Highlands Community College

First of all, I would like to second everything that Dr. Adams has said about this very, very fine presentation from Betty Simpson. It's a very hard act to follow. It's truly a most exciting presentation that she has made to us, and it has opened several doors for challenging discussion for those of you who will be remaining for the rest of the conference.

I feel fortunate in a way because I wasn't able to get with Dr. Simpson before the conference to find out exactly what she was going to say. I'm a little bit like the student going in to take a final exam--I just hope I've been able to "psych out" the professor. As it turns out, several of the points I wanted to bring out are ones that both Dr. Hansen and Dr. Simpson have discussed much more effectively than I could. I'd like to second them on those.

The matter of role discrimination coupled with the widespread tendency to stereotype has been mentioned by each of our speakers today. And, certainly, we can't go very far in discussing career counseling and career education without dealing with this basic phenomenon.

There's a story that's been making the rounds over the past year or so. Many of you may have heard it, but I think it is indicative of the kind of stereotyping we've been talking about. It's a riddle, and can be played as a parlor game or as a riddle with different groups of people with whom you may come in contact. It goes like this:

> A father and his young son were out for a Sunday afternoon drive. As they drove along a beautiful stretch of road which happened to be a two-lane highway, they were met head-on by a car coming from the opposite direction. A terrible accident ensued. The father was killed at once; the child was seriously injured. An ambulance arrived at the scene of the accident, picked up the child and rushed him to the nearest hospital. The child was quickly transferred to the

> emergency ward, where doctors were ready and prepared for a traffic victim. As the child was wheeled into the emergency operating room, the surgeon-in-charge looked in horror at the child and exclaimed, 'I can't operate on this child. He's my son.'

What happened? Well, obviously, the surgeon-in-charge was the mother. The truth of the matter is that we aren't accustomed to thinking in this way. I have a friend who spoke to a chapter of the AAUW a few days ago. This story had them going in circles for about ten minutes when finally one woman picked it up. It does give an idea of how pervasive is this tendency to stereotype, to place people in sex roles.

Last year we had a program at our college involving the nursing faculty. We had a Director of Nursing from the Medical College of Georgia as a consultant; he happened to be a male. I was welcoming the group to the campus when he commented to me, "You know, you don't look like any college dean I've ever seen." My comment back to him was, "Well, I haven't seen too many directors of nursing like yourself, either." So, perhaps we are getting to the place where much of the role-stereotyping is breaking down; but, obviously, we've still got a long way to go.

I have a couple other examples to reinforce what we've said about role stereotyping in schools. One of them is a letter written to God by an elementary school student. She writes, "Dear God, Are boys better than girls? I know you are one, but please try to be fair."

And, then, to emphasize something that was said this morning about how, in a variety of subtle ways, the school experience becomes one which reinforces the kind of role stereotyping we're talking about. There was a study in which junior high school teachers were asked to select adjectives that they felt described good male students and good female students. The following list came from the teachers:

Good Female Students	Good Male Students
Appreciative	Active
Calm	Adventurous
Conscientious	Aggressive
Considerate	Assertive
Cooperative	Curious
Mannerly	Energetic
Poised	Enterprising

Good Female Students	Good Male Students
Sensitive	Frank
Dependable	Independent
Efficient	Inventive
Mature	
Obliging	
Thorough	

Enough has been said now so that we can certainly pick up on this phenomenon in later discussion. Truly, those of us who are in education have a real responsibility to provide leadership in identifying new roles and in helping to destroy the stereotypes with which we've lived for so long.

I'd like to mention one more point that has also been touched on by our speakers. In the matter of women's rights and in the matter of changing role stereotypes, all too often we women have been our own worst enemies. This is something we really need to look at--How many counselors, in working with students and helping them to determine their life's goals, will direct a young girl to a career in engineering, or to a career in drafting, or to other of the careers that have traditionally been for the male? How many counselors, by the same token, will recognize the place for men in many of the fields that have become traditionally the woman's domain?

The question of self-concept was discussed by our speakers; obviously, what we have to do is to work toward developing a more positive self-concept within each individual. I liked what was said this morning about the role-model working both ways. It seems to me that women's liberation really should be called people's liberation. I'm reminded of a story I heard a number of years ago from Mr. Harry Golden, for a long time editor of the "Carolina Isrealite." I heard him speaking back in the late-fifties or early-sixties. He was discussing the subject of integration which, at that time, was a very controversial topic. He said something like this: "You know, having been a southerner and having lived in the South all my life I can say that, truly, the integration movement has freed the white person more than it has the black person. Do you realize that for years and years the white southerner has gone through life watching the back of the bus to be sure that the black man stayed where he belonged. We've spent so much time watching the back of the bus that we haven't had time to look forward to see just where we could go and how we could grow." I think that the women's liberation movement is enabling us to stop looking at role stereotypes, to stop saying, this is the man's role, this is the woman's role and, hence, has freed the man to be what he wants to be, as well as the woman to be what she wants to be.

COUNSELING IN VIRGINIA: THE STATE OF THE ART

Dr. Rufus W. Beamer
Executive Director
Virginia State Advisory Council on Vocational Education

I am pleased to be a participant in your conference program this afternoon. I am also pleased to be able to express to the conference on behalf of the 18 members of the Virginia State Advisory Council on Vocational Education on the Council's real pleasure in being able to co-sponsor this conference with the College of Education here at Virginia Tech. The Council believes the topic: New Dimensions in the Career Development of Women is timely and important; that it has far-reaching implications for the social and economic welfare of our state and nation.

The topic that I am to develop with you this afternoon does not speak directly to the career development of women. Rather, it speaks in a general way to the guidance and counseling services provided students in the public schools of Virginia. But I believe the quality of the guidance services provided to students in our public schools have an indirect, if not a direct, significance to the career development of women, as well as men. Depending on how one might view the role of guidance and counseling, it could have a very special significance.

To place my remarks in proper perspective, I believe it to be rather important that I review for you, very briefly, why we have state advisory councils on vocational education, and indicate to you some of their major duties and responsibilities.

The Councils are mandated through congressional legislation (P.L. 90-576, 1968 Amendments to the Vocational Education Act of 1963). Each state which desires to receive funds under vocational education legislation shall establish a state advisory council.

The Council's membership is appointed by the Governor and approved by the Commissioner of Education in accordance with criteria established by the Congress. There are nine categories of membership included in the criteria. (The purpose of the criteria is to insure a membership on the council that is broadly and equitably representative of the public.) The Virginia Council has 18 members.

The Council is independent of all state agencies. Federal regulations will not permit members of the State Board or its staff to serve on the Councils.

Some of the major duties and responsibilities assigned to the state councils by the Congress are as follows:

a. Advise the State Board of Education on the development of the State Plan.

b. Advise the State Board on policy matters arising from the administration of the State Plan.

c. Evaluate vocational educational programs, services, and activities under the State Plan, and publish and distribute the results thereof.

d. Prepare and submit through the State Board to the Commissioner of Education and to the National Advisory Council an Annual Evaluation Report which (1) evaluates the effectiveness of vocational education programs, services and activities carried out in the year under review, and (2) recommends such changes as may be warranted by the evaluation.

e. Hold Public Hearings--at least one per year.

These are the major duties and responsibilities of the Council, and the Council is legally mandated to perform them.

There are other duties of the Council, but perhaps this is sufficient to help you understand why we exist and why we get involved in certain types of activities.

It was from this background of assigned responsibilities and duties, and I might say three years of experience as a Council, in attempting to discharge effectively these responsibilities, that the Council decided to conduct a study of the counseling and guidance in the public secondary schools of Virginia. The Council believed then, and it believes now, that for vocational and technical education programs to grow and expand in the public schools of Virginia, as they must to meet the needs of our people, (all age groups) it is essential that these programs be supported by strong vocational counseling and guidance services. The Council wanted to learn more precisely what the situation was in Virginia with respect to the status of these services.

The Council employed an Evaluation Consultant, Mrs. Wilson Snipes, to design and carry out the study and to write the report. Let me emphasize that this study was conducted for the Council by Mrs. Snipes, who is a member of the counseling profession. I would also like to say at this point that the Council was very pleased with the study.

The study was rather comprehensive. It included information on the following areas of guidance and counseling:

1. Counselor qualifications (certification requirements, sex and age of counselors, counselors' educational background, and counselors' professional growth)
2. Counselors' assistance (paraprofessionals, clerical assistance--availability and adequacy)
3. Physical facilities
4. Salary support and budget support
5. Counselor time (counselor/student ratio, full-time and part-time counselors, time spent with personnel, time spent with activities, and estimate of time spent in vocational counseling)
6. Guidance activities (students access to counselor, individual counseling activities, group guidance activities, and utilization of educational-occupational materials)
7. Job placement (counselor activities with respect to placement)
8. Career education (counselor preparation and plans for career education programs)
9. Work values
10. Counselors' follow-up and evaluation

11. Counselors' role (counselors' and superintendents' perception of counselors' role)

12. Student opinion survey

13. Community college guidance and counseling

14. Vocational counseling

The procedure for obtaining the information presented in the study was to survey counselors, superintendents, and students, to make on-site visits to selected schools, to research the current literature on the major topics covered in the surveys, and to review the core requirements for counselor education programs offered by Virginia colleges and universities.

A sampling procedure, using the computer, was followed in selecting the schools to participate in the study. Initially, 98 schools were selected in order to contact 350 counselors. A total response of 191 usable questionnaires was obtained from counselors. This represented a response rate of 54.2 percent. Seventy-five of the 98 schools contacted responded. This represented a response rate of 76.5 percent. Forty-seven of 58 school superintendents contacted responded, for an 81 percent response rate. A total of 782 students were administered the Student Opinion Survey and 737 of these surveys were used in the analysis.

Now for some of the findings: Since the primary concern of the State Advisory Council on Vocational Education was the guidance and counseling services as they relate to vocational education, I will limit my discussion to this section of the report.

1. Over 60 percent of the counselors were 41 years and over, and women outnumbered men in this age bracket by over 2 to 1.

2. Counselors' educational backgrounds prepare them best for educational counseling and least for vocational counseling. Counselors do not indicate a strong interest in career education or vocational counseling. Counselors' work experience is primarily in educational settings and their continuing relations with business, industry, and government are limited. Most counselors do not have a background in vocational education and

usually only one course in occupational-educational information. Counselors did not indicate a strong professional affiliation with Vocational Guidance Associations.

3. Counselors do not have adequate clerical assistance and spend a disproportionate amount of time in performing clerical tasks. Paraprofessionals are not employed by most guidance staffs to provide services which do not require a high level of professional training.

4. The physical facilities in most schools were not designed for group guidance activities nor for educational-occupational information which is accessible to students, teachers and counselors on a continuing basis.

5. Counselors indicate that the budget support for their salaries does not compare favorably with the budget support for jobs in industry requiring similar educational and professional qualifications. There is a question of the holding power of counseling for young men in terms of salary and in terms of the position not offering many opportunities for advancement in the field. Counselors indicate that budget support limits the purchase of educational-occupational materials, research, and travel.

6. Counselors are working with varying number of students; the average ratio is 1 to 336 with about 2/3 of the counselors working with from 251 to 411 students. Counselors spend most of their time in one-to-one counseling and the least time consulting with vocational teachers and with business, industry, and government agencies. Counselor response shows that counselors spend less than 1/5 of their time in vocational counseling. More counselors are spending a greater percentage of their time in performing clerical tasks than in vocational counseling.

7. Students' schedules do not include planned time for guidance and counseling. Since many schools are no longer scheduling study halls for students, students are excused from

regular class periods which may be utilized for counseling and guidance activities. Many students in their senior year spend only the time for the required courses in school and then leave school. Consequently, they have even less time available for vocational counseling. The lack of adequate time for guidance activities indicates the lack of emphasis on guidance in the total school program.

8. Students have access to counselors through established procedures and through scheduled conferences. Counselors indicate that they are performing counseling and group activities well in course selection, test interpretation, post-secondary educational planning, school achievement, and personal adjustment. They indicate that counseling individually, or in groups with drop outs, job placement, and drug problems is poor or fair.

9. Counselors have not organized job placement programs but rely generally on individual counselor's efforts and the success of most students in finding employment.

10. The impact of career education programs throughout the public secondary schools in Virginia has not been significant to date. Over two-thirds of the counselors indicated that their schools were developing and implementing career education plans. Student exploration and awareness of work values are not emphasized in guidance programs.

11. Evaluation of guidance services in schools does not receive major emphasis. Without an effective annual evaluation, counselors cannot determine if they are meeting the needs of students in vocational counseling.

12. Counselors and superintendents rated the counselors' role higher in post-secondary education planning and lower in job placement for drop outs.

13. Over one-half of the counselors perceive the counselor/student ratio as being too high; in contrast, two-thirds of the superintendents evaluated the ratio as being adequate or excellent.

14. Although counselors varied in their expressed importance of vocational counseling, none of the guidance departments placed priority on counselors' expertise in the use of educational-occupational materials, working with local industry, in working with vocational teachers, or in developing local occupational information.

15. Community colleges and secondary school counselors need to articulate course offerings appropriate to each level to avoid duplication, in establishing criteria for advance placement of students in vocational-technical programs which are offered at both levels, in providing secondary school students exploratory experiences to better prepare them for making a vocational choice upon entering community college, to examine the reasons for the high enrollments of young students in developmental math and English and to determine ways of preparing students more adequately on the secondary school level in these areas, to provide information on prerequisites for occupational-technical programs to secondary school students, and to provide secondary school students information on community college offerings in vocational-technical education.

16. Students indicate that they are not told about the services of the local State Employment Office, and only about 1/3 of the students indicate that counselors have information on the kinds of jobs recent graduates from their school have secured.

17. Students indicate that their knowledge of post-secondary educational opportunities is limited in terms of specific occupations at the three educational levels, four-year colleges, community colleges, and vocational-technical schools.

18. Less than one-half of the vocational students indicate that counselors have helped them in using educational information such as school catalogues, costs, and programs.

19. Only about one-fourth of the vocational students indicate that counselors help them meet people outside the school who know about occupations which interest students; only about one-fifth of the academic students indicate help in this area. About one-half of the students indicate that counselors help them find ways to try out their interests.

20. Most students indicate that counselor assistance in self-understanding is not adequate. A majority of students are not aware of or do not know about the vocational-technical offerings at the community college near them; one-third of the students did not know about the vocational-technical offerings in their own school. However,more vocational students than academic students know about the vocational programs offered in their school and are encouraged to take vocational subjects.

Now, let me address myself to Special Report Number One. This is a special report to the State Board of Education from the State Advisory Council on Vocational Education. It calls for a redirection of guidance and counseling services in our state. The materials forming the substance of this report were taken from (1) the study that I have just described to you, Counseling and Guidance in the Public Secondary Schools in Virginia, and (2) records of proceedings from public meetings conducted by the Advisory Council.

In transmitting the Special Report to the President of the State Board of Education, the Chairman of the Council, Mrs. Shirley B. Wilson of Norfolk, had this to say:

> "Historically speaking, the addition of strong guidance programs is one of the more recent achievements of the American school system. That these programs are continuing to grow, despite the special problems of our time, is due in large measure to the dedication and commitment of the guidance counselors, both as individuals and as a group. The guidance movement has made great progress during the past decade; it has made a substantial contribution to public education in Virginia; but the movement today faces new responsibilities,

> challenges and opportunities. It faces re-direction of services and activities.
>
> Not enough attention is given by counselors to vocational and technical education and all of the career opportunities not requiring a bachelor's degree--80 per cent of the occupations in the economy."

The report included ten recommendations for the improvement of guidance and counseling.

1. The officials responsible for guidance and counseling services at the local and state levels should embark on an immediate campaign designed to up-grade the vocational knowledge and guidance competencies of currently employed counselors.

2. Vocational counseling should be emphasized in the school guidance programs along with personal and educational counseling.

3. Counseling certification should be revised to insure that school counselors are prepared in vocational counseling.

4. Individuals with rich backgrounds of experience in business, industry and labor, but with no teaching experience, should be infused into the counseling system.

5. Job placement for part-time work and for full-time work upon graduation or dropping out of school and job follow-up should be a centralized service within the school.

6. School policies of excusing students for work during their junior and senior years should be examined in terms of the schools' responsibilities and the students' vocational needs.

7. The guidance departments should utilize the information obtained from the follow-up studies required by the Standards of Quality to revise and improve guidance services to students.

8. A dialogue between community college counselors and secondary school counselors should be established and maintained with the

objective of insuring students information on course offerings and on occupational objectives attainable through community college programs.

9. Time should be planned in the total school program for guidance activities.

10. Counselors should be assigned adequate clerical assistance to perform clerical tasks associated with their professional activities.

The Council believes the implementation of these recommendations will improve the vocational aspect of counseling. We will be working with the State Board of Education and other groups in getting the recommendations implemented. We think the recommendations are in the best interest of public education in Virginia, and also, in the best interest of the counseling profession.

THE ROLE OF LEISURE IN CAREER DEVELOPMENT FOR GIRLS AND WOMEN

Dr. Carl O. McDaniels
President
National Vocational Guidance Association

Americans have traditionally defined themselves in terms of work. If you ask someone who he or she is, after their name they are most likely to tell you their occupation or what they do for a living. Thus it has been that people turn to their jobs as a way of defining themselves and attempting to give meaning to their lives. This made sense when work was viewed as the entire focus of a person's life, involved their home and often their family. A completed product was often the end result. However, a job has now become, for many people, detached from the rest of living. One goes to a factory or a place of business perhaps some miles away, works by the clock, and may work on only one small part of a production line process. The division of labor, basic to the industrial revolution and automation, has also led to the breakdown of one way a person has had of giving meaning to his life. A person now needs some way of finding the satisfaction and involvement formerly found in the dignity of work. One way, of course, to bring this about is to concentrate on the process of career development over one's total life span and to define career development to include both work and leisure.

Career development is becoming a matter of national attention in the United States. The publication "Work in America" (18) is a best seller. More and more concern is being shown for assisting people of all ages with vocational adjustment, these include young entry worker, the mid-career person or pre-retirement worker. The importance of a person's initial selection of an occupation is being stressed in our schools and colleges.

At the same time there is a renewed interest in leisure.. Much research is being conducted concerned with non work hours--how much do people have and how do they use it. A center of studies of leisure has been established at the University of South Florida under the leadership of Max Kaplan. Under these conditions it becomes imperative to examine in detail the interrelationships between work, leisure and career development for girls and women.

Some Concepts of Leisure

Historically, leisure was not of any great concern, because the average worker did not have any! What to do in time or time off from work was not a question because not many people had any at best only the wealthy. In the last one hundred years this has begun to change. The work week has been reduced from 70-80 hours a century ago to 37 1/2-40 hours per week today. It does not appear there will be a further major reduction in the work week in the immediate future.

The accelerating rate of technological change is likely to result in increased leisure, both at home and at work. We're already seeing leisure created by legislative action such as daylight saving time, and moving holidays to create 3-day week-ends. We are seeing experimentation in business and industry with 4-day and even 3-day work weeks. Workers are getting longer vacations. Kegley (10) has recently cited companies which are liberalizing vacation policies by shortening service requirements of adding another week to the maximum for veteran employees. Another new idea is to give workers double pay for vacation time so they can do more with their leisure. People are retiring earlier and living longer. They are also in much better health during these retirement years. Almost everyone in the United States is able to spend a smaller percentage of his or her life working and a larger percentage in part-time or full time leisure!

Despite poverty, which is being reduced annually in the U.S.A., people do have more money to take advantage of the opportunities for leisure. It is estimated (1) that the leisure market is between \$50-\$150 billion annually in this country. There is an increased number of recreation facilities and greater access to means of transportation to get people to them. There are publicly supported programs in the artistic and musical pursuits available.

With the expansion in leisure activities there has been a concurrent growth theoretical in interest in leisure. Many people have been attempting to define it. Leisure has been thought of mostly in terms in time. That is, leisure time is free time as opposed to work time or time on the job.

This sets leisure up in opposition to work, but it may need to be seen as complementary to work. Leisure is also more than just time and all time not spent on the job is still not really free time.

Leisure Defined

First let us define work as "an activity that produces some of value for other people." A recent Geneva Symposium (7) suggests that leisure time is the time at an individual's complete disposal after he has completed his work and fulfilled his other obligations. Noe (15) concludes that leisure is the activity resulting after the fulfillment of institutional needs. Brightbill (2) states that leisure is discretionary time, when we are free to rest or do what we choose as opposed to time required for existence and subsistence.

John Leigh (12) says that "leisure can be seen as that area of existence where within our individual circumstantial limits we exercise choice about the use we make of time."

C. Neil Bull (3) cites the following dimensions of leisure: freedom from obligation, disinterestedness, diversion, and individual needs.

Michael J. Ellis (5) defines play and leisure as "the behavior emitted by an individual not motivated by the end product of the behavior." Green (8) agrees and defines leisure as "that state of being in which an activity that is engaged in is carried out for its own sake."

Kaplan (9) says that "Leisure, consists of relatively self-determined activities and experiences that fall into one's economically free-time roles that are seen as leisure by the participants, that are psychologically pleasant in anticipation and recollection, that potentially cover the whole range of commitment and intensity, that contain characteristic norms and restraints, and provide opportunities for recreation, personal growth and service to others." He goes on to say that leisure is a manifestation of peoples desire to be a person and to develop symbols and tools in the mastery of self and environment.

Phillip Bosserman (1) a co-worker with Kaplan in the Center for Studies of Leisure even goes so far as to see a new culture with leisure dominating the culture. He summed it up this way in a recent paper:

Leisure is becoming a way of life. To choose life-styles implies having discretionary income, time, and hence social behavior. People--youth especially--increasingly want to be identified by their life-style and cultural taste, rather than by occupation. Technological and scientific advances have made possible these three discretionary features. Their intersection is creating a new world perspective, a new consciousness, which is a hallmark of the "leisured society." Discretionary income can be spent for those items not considered basic needs; discretionary time means time free from work; discretionary social behavior opens a myriad of life-styles to anyone regardless of family, education, age, wealth, ethnic background, and location. This is a new type of society.

A person's occupation has obvious effects on their leisure. It will be one of the major factors in determining how much time they have for leisure activities and how much money they will have for them. Recreational activities and facilities are often offered by employers and companies. At the same time leisure can be a means for discovering or expanding an interest which leads to a new type of employment. However, it is leisure's function of complementing work that give meaning to a person's life that makes it especially crucial to career development.

I tried to spell this out in a paper in 1965 (13) in which the formula V = W + L was presented. Today the same argument can be made for a more positive view of leisure as a part of career development only it is eight years later and nobody else seems taken with the concept except me. Of course, "Worthy use of leisure time" was one of the Seven Cardinal Principles of Education adapted in 1917 and that is an even longer time to be ignored.

It is my thesis that career development must be involved with a person's total life, including work and leisure. Occupational and leisure activities vary for people from one age to another. Some things would be appropriate at one age or stage of development and not at another. But there is still a continuity, based on the developmental process. The options that are available to a person at one stage are dependent in part on what was done before. What a person does in the present will help determine what will be done in the future.

Girls, Women & Leisure

Leisure is an especially important aspect of the career development of girls and women because of the work situations women tend to find themselves in and because of their frequent lack of leisure time.

Women comprise a very small percentage of the people employed in professional areas, where it is assumed people derive a great deal of satisfaction from their work. In fact, women tend to be employed in lower level jobs where it is usually thought that people are dissatisfied with their jobs and need to find meaning in leisure activities. A recent survey by Sorensen (17) supports this. When asked if they like their job, more than twice the percentage of women than men said they disliked it. The trend was strongest in white women under 25. If they did not have to work for money, 31% of the women as compared to 20% of the men said they would stop working. It seems then that women are getting fewer of the non-economic rewards from working than men get. Leisure could provide these opportunities.

However, women do not have the same amounts of leisure time that men do. Neulinger and Breit (14) found that women feel they lack leisure time. Most married women who are employed have, in effect two jobs and very little leisure time. The use of any discretionary time becomes even more important. Further, it should be stressed that the quality of the leisure time of women has to be stressed because of the very lack of quantity.

There are at the present time two levels of consideration having to do with the quality of women's leisure: The first level involves increasing the options girls and women perceive as being open to them and then providing the preparation necessary to take advantage of these opportunities. The second level related to the removal of restrictions or barriers women face when they attempt to engage in a leisure activity for which they are prepared or wish to prepare in that might be part of their career development.

Leisure Options

The development of leisure options in the pre-school years rest mainly in the home with the family. It is here that girl's play activities and duties around the home dictate their early interest in and toward leisure. Both what they do and what they see done by the models around them carries great weight. If they are allowed, yes even encouraged, to participate in a wide range of activities they are more likely to pursue these interests at a later date. The parents' attitude set the tone for much of their daughter's view of leisure.

It is during the school years that the best opportunities exist to increase the leisure options for girls and provide appropriate training. All youth are more open to considering possibilities in either leisure or work activities between 6 and 12 years of age. When according to Patterson (16) they reach the dating age many girls have already been taught to be "femine" and their planning revolves around sex-role and the marriage fantasy. Thus leisure options are often *foreclosed* in the *same manner as occupations* are *foreclosed*. It is therefore essential that the schools provide opportunities for expanded choices for girls very early by breaking down the stereotypes of which activities are "proper" for girls.

Fasteau in July of 1973 (6) points out that before pubescence there is no physiological reason for boys and girls to participate in different kinds of athletic activities. School athletic programs should teach skills which convey a sense of individual strength and agility. Girls should have equal access to facilities and instruction. Fasteau cites the differences in attention given to boys and girls in athletic events later in schools. Girls receive little financial support in terms of coaches' salaries, uniforms or scholarships. School newspapers typically give little space to girls' teams. It should not be surprising that later in life neither men nor women take women seriously in sports. Not only should girls have the chance to learn tennis, golf, swimming, handball, bowling and other activities they can easily continue to participate in as adults but if given a chance to play football, baseball, wrestling and basketball they, like men, might enjoy more the spectator interest in watching these as professional sports.

Schools also have the facilities for teaching other kinds of leisure activities through vocational and pre-vocational programs. Girls should be encouraged to explore working with wood, metal, plastic and other substances that relate to craft activities as possible leisure *or* vocational interests. The home economic courses could be presented as possible leisure activities for *both* boys and girls. In this way girls would have more opportunities to make choices about how they want to use their leisure.

The leisure options for women should also be expanded through the genuine components in cooking, baking, sewing, knitting and interior decorating as unisex activities, for work or leisure. Since women, especially married women with a job, (40% of work force are women) seem to have little time for leisure they should be given the chance to learn how to use that time available to maximize their leisure possibilities. The option to learn systematic management of personal resources should be a part of the knowledge learned in the school years. The same type of systems approach could be taught and utilized with respect to money, time and all other personal or family resources.

During the adult years the effects of these limited options begin to take their toll, at 30-40 years of age when women would like to consider the options of work or leisure but work seems like the only alternative because preparation for leisure is the only thing that is more poorly done than preparation for work. The adult woman needs the multiple options of leisure as she bases her career development on a series of contingencies. Often times leisure interests can be maintained through the demands of early full time work for the young women, as well as, during a stay at home with children if that is the path pursued. The emergencies of new and different leisure interests must be available and encouraged in the maturing years. The expansion of volunteer activities as a meaningful leisure option in the career development process of women also merits consideration here. Volunteer (including professional) groups have become a great American tradition. They occupy millions of hours of peoples time each year and cost millions of dollars. Much of this activity renders a valuable service to society. It potentially provides an option of great personal satisfaction. Sometimes it can be the springboard to part-time or even full time work as has been the case with library, education or recreation volunteers who later become aides, then full time workers. In short, volunteer activities as leisure option need to be considered as potentially a full partner in the career development process.

Leisure Barriers

Turning attention now to some of the barriers to full development of leisure for women and girls one is struck by the barriers to participation in school and non-school athletic program. Only now are court cases settling the openness of "non-contact" sports to girls, in secondary schools. The same problems exist in the barriers that girls must overcome in even gaining an opportunity to have a little league team--of any type which these are widely available in almost any community in the country to boys only!

There are restrictions also on the use of facilities. Frequently facilities are exclusively for boys or men. This is true of both public and private resources. Clubs are frequently for men only. High school gyms and shops are often for boys only. Locker room space is sometimes not available for girls in public recreation centers.

Another type of restriction is the lack of child care areas for the mother who would like to develop some leisure interests or who would like to take part in some leisure activities once those interests have been developed. How many tennis courts or baseball or football stadiums have child care facilities? A few recreation centers now have this assistance, but the number needs enlarging.

Of course, there is the barrier to career developing through leisure avenues for women that limit the continuing education programs for women. This is probably more of a restriction in non-metropolitan areas than anywhere else. It is in the small towns and rural areas where continuing education is difficult to come by. Even in metropolitan areas courses are frequently available at inconvenient times, hard to reach locations and at unreasonable costs. Women can seldom develop leisure interests which are offered at the wrong hours, in the wrong places and at high costs.

Some Action Options

Some of you may agree with the thesis presented here. If you do, what kinds of things can you do to encourage the better use of leisure to facilitate the career development of girls and women? Work to expand options by assuring that:

ALL COURSES ARE OPEN TO GIRLS
ALL PHYSICAL ACTIVITIES ARE OPEN TO GIRLS
ALL TEAM SPORTS ARE OPEN TO GIRLS
MODELS OF WOMEN IN VARIOUS LEISURE ROLES ARE AVAILABLE

Work to remove:

BARRIERS TO FULL ACCESS TO FACILITIES
BARRIERS TO PROPER INSTRUCTION
BARRIERS TO AVAILABILITY OF CHILD CARE SERVICES
BARRIERS TO FULL CONTINUING EDUCATION AND RECREATION PROGRAMS

Summary

It has been argued here that leisure is an equal partner with work in the career development process. Several concepts of what leisure is all about have been presented and discussed. Finally, some of the options that girls and women need to explore and pursue have been outlined, as well as some of the barriers to developing leisure options.

Those who are concerned with the career development process are urged to give consideration to the need for more attention to leisure as a part of the process. They are urged to expand the options and break down the barrier in order to foster a more wholesome process of career development for girls and women.

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CAREER DEVELOPMENT FOR WOMEN: A SUMMARY OF GROUP REACTIONS

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The small reaction groups were designed to provide conference participants with an opportunity to interact with regard to issues evolving from the previous five presentations. Each group included teachers, counselors, administrators, State Department of Education Supervisors, and university personnel. A list of proposed discussion topics was provided to the discussion leaders in each group. This brief summary revolves around those topics.

The level of interest in career development for women was considered high in all groups. However, although interest appeared to be high, there seemed to be a general lack of appropriate educational programming at the local levels. A few schools indicated there was some action designed to facilitate the career development of women through special mini-courses, discussion groups, and guest speakers. One community college was also sponsoring a special "awareness" program to assist women. On the whole, however, it appeared most local schools were aware of the problems of discriminatory sexual attitudes concerning the career development of women, but were not at the stage of implementing special educational or counseling programs.

Several participants indicated that a good career development or career education program should actively promote the attitudes of equal educational, social, and employment opportunities for all persons regardless of sex, race, and/or religion. These individuals saw the problem as one of "human" liberation as opposed to only "women's" liberation. They suggested that males would reap nearly as many benefits as females from the types of programs envisioned by Drs. Hansen and Simpson. When asked how the State Department of Education and Universities could assist local school districts, the most frequently mentioned role was that of leadership. This leadership might take the form of providing workshops and seminars for local school personnel as well as serving as an information clearinghouse regarding local, state, and national programs designed to facilitate the career development of women.

Since it appears that most are aware of the problem of sexual discrimination in social, educational, and employment situations, we will now hear from Dr. Sunny Hansen who will describe some practical approaches designed to facilitate the career development of girls and women.

PRACTICAL APPROACHES TO FACILITATE THE CAREER DEVELOPMENT OF WOMEN

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We are concerned in this conference about the career development of women but also about the career development of men. For, as we are well aware, women do not exist in a vacuum; what women do and can do affects and is affected by the perceptions and actions of men; by the same token, the limitations put on female development also create obstacles and prescriptions for the way men act, behave, and grow. It is my firm conviction that we both can have greater control over our own lives and development if males and females, counselors and teachers all accept some responsibility for doing something about women's untapped resources, talents, and potentials. I would like to see counselors--who are supposed to be facilitators of human growth and development--as key persons in bringing about changes in this area, in public school, college and vocational school settings both through counseling and through curriculum intervention with teachers. I would like to discuss some specific ways in which counselors can function in order to accomplish this.

While the role of the counselor in the public schools is changing, it is likely that one-to-one counseling and group counseling procedures will still persist. Counselors still can play a critical part (but not the only part) in counseling both boys and girls and young men and women for changing roles in society. Matthews et al (1972) have addressed themselves to the importance of counseling girls and women over the life span and have highlighted the various life stages, sex differences, and psychological development of girls and women from infancy through mature adulthood and old age. Tyler (1972) stresses the need for all individuals at various life stages to have counseling available regarding their multipotentialities. This problem has become especially acute with the mature woman who wants to enter or re-enter education and/or work and yet may be lacking in self-confidence, job skills, or talent awareness.

Cook and Stone (1973) in their monograph entitled Counseling Women do an especially good job of speaking to the counseling needs of this particular population of women. This morning I would like to suggest a few counseling strategies which might help us to make a positive difference in the lives of girls.

Counseling Approaches

1. We need to become aware of our own nonconscious attitudes and practices in the counseling interview.

There are a number of subtle and not-so-subtle things we do in our counseling that communicates to boys and girls what is acceptable and what is not. We as counselors have been indicted over and over as being sexist; while we need much more data on this, (and I do not assume that we are more or less sexist than people in general) such studies as those by Pietrofesa and Schlossberg (1973), Thomas and Stewart (1971), and the President's Commission Report on the Status of Women have supported these charges. Among the things we might do to help counteract these biases is to help girls think of themselves as persons, to affirm their sense of personal worth, to face and work through their identity and role conflicts such as those suggested in the Horner study, to learn to say, I Can. We need to be aware of the developmental stage the girl or woman is at in her life span and "where she is coming from" as a person and as a woman. In our interviews, how do we react when a girl says she wants to become a pilot or an engineer or an auto mechanic? How do we help girls plan and choose their school courses and programs? How much do our own sex-role stereotypes enter in?

2. We need to become increasingly aware of sex bias in tests and inventories and our own bias in interpreting those instruments.

Schlossberg and Goodman (1972) have called attention to some of the channeling that can occur through use of the pink and blue forms of the Strong Vocational Interest Blank. David Campbell has recently revised the Strong and what he calls the "Neuter" or "Merged" form is now available. It seems to me we have to be equally sensitive to other kinds of instruments that we use, especially in career planning and exploration. If there is one area in which counselors have been criticized, it is in our use and interpretation of tests, earlier with minorities and more recently with women, and we would be well-advised to examine our own test interpretation practices and to help eliminate from use those that are clearly biased in the way they present opportunities for men and women in the world of work.

3. We need to help both boys and girls become increasingly aware of the options available to them--in education, in occupation, in life styles, in career patterns.

It seems to me we have to help both girls and boys think through and plan for the multiple roles they may have as workers and parents. They need to be aware of the variety of life styles and family and work from which they can choose and of potential role conflicts involved in choosing one pattern over another (e.g. single life, multiple children, two-person career, egalitarian marriage). We need to help female clients particularly consider a wide range of educational and occupational options in addition to the traditional stereotypic ones. This becomes extremely important at a time when the traditional options, such as teaching, for example, are becoming less available. Society is beginning to realize that college is not the only road to success and that other excellent opportunities exist in such institutions as vocational-technical schools. We should encourage girls to explore new and emerging training programs and occupations and expose them to contact with women in atypical fields as well as typical ones. What we are saying here is that we do need competent secretaries and teachers and nurses (of both sexes) but we do not want women programmed into those limited types, numbers or levels of occupations; rather we want females, like their male counterparts, to be able to choose from that larger pool of alternatives those appropriate to their abilities, goals, interests, and motivations.

4. We need to provide accurate information about trends both in the world of work and in the larger society.

It seems to me that we have to do a better job of helping both boys and girls get the information they need and to use it. They need information about themselves, the labor force--present and projected , about work environments, about alternatives, and about the decision process. Lewis (1965) found that because of the expectation of marriage and the Prince-Charming-will-take-care-of-me-forever myth, many girls do not seek educational-occupational information. If you are merely seeking a job as a stopgap until you marry, you do not need much information. When we look at the human life cycle of the woman today and the empty second half of her life, what kind of information do we need to communicate to her? When, how, and under what circumstances do we get across the message that that is not today's reality--that she may be working 25 years out of her life even if she marries and takes time out for childrearing? And how do boys obtain and react to that same kind of information? And how do we help him and her to internalize that information? One way might be to provide group guidance and group counseling experiences in which boys and girls can talk together about these trends and what they mean in relation to both male and female roles and family patterns and the possible androgynous society of the future.

5. We need to help boys and girls, and especially girls, learn the process of decision-making.

If we really are talking about human development, we have to help each individual know that he or she can choose in accord with his or her values, abilities, motivations, and preferences from a variety of life patterns. They need to be helped to know the alternatives, the probability and possibility of achieving the alternative, and the consequences of the choices. They need to be able to examine themselves as risk-takers, to critically evaluate the information about self and options and to synthesize it as they think about themselves in relation to society. They need to be encouraged to challenge traditional assumptions and expectancies about roles and to realize that changing women's opportunities for different life patterns also has implications for work, family, and leisure patterns of men. The problem of decision-making for girls has been reinforced over and over in the literature: the fear of success, the fear of loss of femininity if she chooses a career; the lack of planning orientation; the shift from vocational goals in the junior high to marriage goals in the senior high; the assumption of marriage only as the modal role and not perceiving the dual roles of marriage and work (or other models) as viable options. All of these contribute to the view that girls do not have choices or decisions to make, that they do not have alternatives to choose from, as they are programmed for the one option of marriage. If girls are to develop their potentials, to reduce the gap between what they do and what they can do, counselors must help them know and to be able to choose from a variety of life's patterns, from traditional nuclear family to egalitarian marriage to single parent to single person to dichotomous or multiple roles; they need to be helped to know that they can have goals of their own and an identity of their own.

6. We need to provide girls with a variety of role models with whom they can identify and from whom they can learn that multiple roles are possible, desirable, and real.

The importance of putting girls in touch with women who are in nontraditional roles cannot be overemphasized. Many of the early and late adolescents we encounter today are still imbued with the female image to which they have been exposed at home, in their schoolbooks, and in the media. Counselors can help broaden their view and expose them to wider options by helping identify women in the community who have chosen all kinds of career and family patterns, from the traditional homemaker to the active volunteer to the single career woman to the woman combining family and work.

7. We need to involve parents in the career development process of both boys and girls.

Since parents still have the greatest impact on their children's self concept, goals, and aspirations, it is exceedingly important that they be oriented to the facts about the life span of women, to the need for career planning for girls, changes in the labor force, and trends in work and family. Orientation and information groups for parents regarding the development of women's potentials might be one vehicle: perhaps what we need is to develop a career development counterpart to parent effectiveness training, perhaps calling it CDTP, Career Development Training for Parents.

These are just a few things we might do as counselors to become facilitators not only of female career development but of the development of all human beings for a variety of life roles.

Curriculum Approaches

The foregoing suggest modifications of traditional counselor roles in interviewing, in test interpretation, in career information, and in parent orientation. The other major thrust toward which counselors are moving today is a more central and direct involvement with curriculum, particularly through working with teachers in a variety of ways. It is my belief that if counselors are to be more effective, we must move in the direction of "outreach programs" at every level of the educational process, to become a part of the mainstream of the teaching-learning process, and to take active leadership in changing the school system to more effectively promote positive growth and development of students. My own efforts over the past dozen years have been directed toward the development and implementation of career development curricular programs in the broad sense and in the training of teachers, administrators and counselors both at preservice and inservice levels. It seems to me that if we accept the definition of career development as self development or what Norm Gysbers and Garry Walz have called life career development, it provides an excellent vehicle for attending to special needs of special populations. Since women, like minorities, have by and large been outside the educational and occupational opportunity structure, special attention needs to be given *at this point in time* to eliminating some of the barriers and opening up opportunities. In the career education movement, it has been clearly acknowledged that the counselor as the delivery system is not enough, that systematic development experiences must be provided throughout the curriculum, in the classroom, in business and industry, and in the community. Although the first pronouncements, films, and conferences on career education clearly did not address themselves to the career needs of girls, recent efforts have begun to attend to this question. The USOE through the Technical Education Research Centers sponsored three regional conferences on Women in the World of Work. These conferences, attended mainly by vocational educators and state department personnel, produced several major recommendations about what can be done through employment, counseling, and through career education to open up opportunities for women (TERC, 1973).

Although there is not yet a fully developed comprehensive career education program in operation, there are thousands of local programs and exemplary funded programs under development or in operation all over the country. These programs are using a variety of strategies for delivery, strategies which could be modified by creative counselors, teachers, and administrators to focus on the career development needs of girls. Figure 1 below suggests a few of these strategies.

Figure 1

EXPLORATORY WORK EXPERIENCE (VOLUNTEER AND PAID)

CAREER RESOURCE CENTERS

HANDS ON EXPERIENCE

ROLE MODELS

CROSS-AGE TEACHING

COUNSELING (INDIVIDUAL, GROUP, PEER)

INFUSING THROUGH CURRICULUM

MULTI-MEDIA APPROACHES

LOCAL IN-SERVICE TRAINING (STAFF DEVELOPMENT)

PLACEMENT (EDUCATIONAL-VOCATIONAL)

For example, the opportunities for exploratory work experience must be made available not only to students in the typical work experience program but to all boys and girls. They need to be exposed to occupations not only in the usual vocational subjects but to all levels and types of occupations in the arts and humanities, and in other occupational families. They need to see the relationship of community involvement projects to potential careers. The exploratory experiences of girls should not be only in the stereotypic female occupations of nurse, secretary, waitress, or beautician but in nontraditional fields in which women are working successfully. Career resource centers which have become a major component of many career development programs should carefully screen their occupational literature for outdated and stereotypic information; they might well have a special section on career opportunities and information for women, especially focusing on emerging careers. Hands-on experiences need to be provided, as in the Technology of Children Project, in which a tool bench is a part of every classroom, and boys and girls both learn how to manipulate and use tools, run a business, become an astronaut, and the like. I already have alluded to ways in which more role models need to be provided so that girls have an opportunity to talk with, shadow, and work with female dentists, lawyers, physicians, and professors, as well as with women in auto mechanics, computer programming, office managing, and lending officers, the latter the beginning of the career ladder in the banking field. I already have mentioned a variety of individual and group counseling approaches. Peer counseling, as it has been developed in the Los Angeles Public Schools, in which peers work with fellow students to upgrade aspirations and facilitate goal-setting, also offers promise as a means to facilitating career development, and could be adapted to special programs in which girls counsel girls. Special groups such as strength groups, assertiveness training groups, support groups, male and female groups are possible strategies. Infusing through curriculum is the cornerstone of effective career education programs, and again many special efforts through curriculum can be and have been tried, some of which I want to describe shortly.

A variety of media and materials has been developed to begin to deal with special concerns of women. Audio cassettes such as those developed by Joanne Hamachek at Michigan State provide a framework for discussion and training; Herstory, a simulation packet for the senior high developed by Interact in California, provides a series of discussion, exploratory, and action experiences for boys and girls to look at their roles; the Sexism in Education kit developed by the Emma Willard Task Force in Minneapolis offers a variety of activities for teachers and counselors to look at their own attitudes, their instructional materials, and their classroom procedures, as well as a role-playing exercise in decision-making for Joan and Paul; Garry Walz' Life Career Development System modules offer students opportunities for role exploration; Martha Stuart's Are You Listening? TV series has several video tapes and cassettes available showing different types of women (welfare mothers, Black women, middle class women) discussing themselves and their problems; the Catalyst Clearinghouse for women in New York City has developed an excellent set of self-guidance, educational opportunities, and career opportunities booklets geared particularly to the mature college-educated woman wanting to return to education or work; the career development learning packages which I have worked on include a teacher's guide for Women and the World of Work. What is still needed is a series of video tapes of women in different life patterns together with a directory of female role models for local areas, just as Project BEACON in Rochester, New York, created its directory of role models for minorities.

A number of school systems have included career development and career education workshops as part of their in-service training in the past two or three years, and the demand seems to be increasing. In some cases, career development of women has received emphasis in these workshops, though the frequency is probably rather small. In Minnesota, the State Department of Education has hired a person in the Human Rights Division to work with school systems in implementing the recommendations of the State Board of Education on "Eliminating Sex Bias in Education." One of the recommendations was the development of career education programs which help open up equal opportunity to boys and girls.

Cross-age teaching is a method which has been used in a variety of ways in education, particularly in career education. One way it could be adapted would be to have older women "tutor" younger women about their life span, have high school students work with elementary children on problems of stereotyping, or to serve as models for junior high girls, to bring mothers and fathers into schools to talk about their occupations and life styles, and the like. There are very few schools of which I am aware that have moved very far in the placement area, but helping girls obtain educational and occupational placement that will keep doors open and aspirations open and the career ladder open seems to be an integral part of this component. I would like to think that if we can effectively implement these comprehensive career education programs in the schools, both boys and girls are going to gain. And perhaps ten years from now we won't have to talk about special needs of women in this context. Now I would like to briefly explain a curricular approach on which I have been working with a career development conceptual framework.

Career Development Conceptual Framework

Utilizing a career development framework for facilitating female career development is totally appropriate if one accepts the broad definition of career development as self development over the life span. In our work on the Career Development Curriculum (CDC) at the University of Minnesota, Wes Tennyson, Mary Klaurens, and I have accepted Super's definition of career development as a lifelong process of developing and implementing a self concept, with satisfaction to self and benefit to society. Career development is seen as the sequence of positions one holds in a lifetime (including mother, father, worker, student, community participant), the various choices and decisions one makes to implement a life style, and the ways in which work and leisure fit in with the kind of person one perceives herself or himself to be. It assumes that consideration of career is intimately related to family roles and patterns and to career-marriage conflict and commitment. It includes such developmental tasks as developing positive self concepts, gaining control over one's life, acquiring knowledge of educational and vocational options, and maximizing vocational possibilities; such goals as awareness of self, awareness of preferred life styles, formulation of tentative career goals, clarification of the decision process, employability skills, interpersonal skills, a sense of planfulness, and a commitment with tentativeness within a changing world (Tennyson, Hansen, Klaurens, 1973).

The University of Minnesota Career Development Curriculum (CDC) is a comprehensive unified curriculum model, K-12, to be used by counselors and teachers in implementing career education programs. It draws from developmental psychology, career development theory, and learning theory and reflects heavily on the work of Piaget, Havighurst, Super, and Erikson. Our interdisciplinary staff refined a set of vocational development tasks (tasks to be mastered progressively at different stages of the human life cycle) for the primary, intermediate, junior high, and senior high years. We identified performance objectives (desired outcomes) appropriate for the various vocational life stages and suggested enabling objectives (means) to reach the performance objectives. It gives a useful framework for more systematic approaches, as opposed to fragmented approaches to career development, and a solid but not prescriptive point of departure for the creative teacher to develop learning activities.

Because I did not believe our original draft included enough emphasis on the career development of women, I sat down a couple of years ago and wrote a series of "Supplementary Objectives for Career Development Curriculum, K-12, Relating to Emerging Life Patterns of Women." Through extensive negotiation with my colleagues and considerable rewriting, these supplementary objectives have become an integral part of the CDC. They comprise that special portion of the model which is concerned about women's development and changing roles of men and women. Hopefully, this framework will be infused naturally into regular subjects of the school, but it can stand alone and provides a vehicle through which counselors can work with teachers in creating curriculum experiences to facilitate female growth. Essentially it is a conceptual framework of sequential, developmental experiences for boys and girls from kindergarten through senior high, developed in the context of the developmental tasks which form the framework of our model. The objectives serve only as a guide from which resourceful teachers can create their own lesson plans and experiences. Some activities might be integrated into regular subjects, some might be better served by special counseling groups, courses or units, but it is intended that these would not be added on but infused into the ongoing curriculum. Although there are many innovative women's programs, units, and courses emerging throughout the country at various levels of the school system, few have attempted to build their efforts around a theoretical framework of career development. The CDC objectives provide one such attempt. While they have greater meaning when integrated into the broader curricular framework concerned with human development, they are illustrative of conscious instructional goals designed to promote the positive growth of girls as well as boys. The developmental tasks to which these objectives relate are presented in Figure 2 on the following page. We believe that if we can truly involve girls in the career planning process through career development programs, they will indeed have a greater chance of feeling good about themselves as persons, of having greater control over their own lives and decisions.

Since the preceding is a conceptual model, the intervention strategies or teaching approaches have yet to be developed. A number of teachers and counselors around the country are creating a variety of methods for promoting women's development. A number of creative teachers are helping the Jonathan's and the Jennifer's to discover the creative possibilities within them.

It is happening at the elementary level where Suzanne Laurich in a series of career development lessons has boys and girls look at such topics as "Who Am I?, Workers Who Come to our Home, Our Parents' Jobs, Day Workers and Night Workers, and What I Can Do" in non-stereotypic ways. It is happening in Ann Schmid's classroom in which she uses "the teachable moment" to help her third graders become sensitive to sexism and sex-role stereotyping in their readers and other curriculum materials. Both boys and girls work at the tool bench, bake cakes, rewrite stereotyped materials, and interview workers in nontraditional occupations.

It is happening in a junior high English class where Tallen and Allyn helped boys and girls get more in touch with their own feelings, values, and self-concepts through a three-week unit on Male and Female Images. Students learned to analyze sex-role images on TV; read fact and fiction, biographies and autobiographies; did independent study on women's issues; studied women in nontraditional occupations; and even analyzed their teachers' and parents' sexist language. It is happening in Anne Saxenmeyer's ninth grade civics class where she teaches a "Women's Liberation Unit" head on. It is happening in a ninth grade unit developed by Vetter on "Planning Ahead for the World of Work." It is happening at Brooklyn Junior High School in Osseo, Minnesota, where an English teacher and counselor are developing counseling groups for girls, focusing on consciousness raising, values clarification, building a support system, and providing role models.

Figure 2

THE CDC VOCATIONAL DEVELOPMENT TASKS

Vocational Development Tasks of the Primary Years

1. Awareness of self
2. Acquiring a sense of control over one's life
3. Identification with workers
4. Acquiring knowledge about workers
5. Acquiring interpersonal skills
6. Ability to present oneself objectively
7. Acquiring respect for other people and the work they do

Vocational Development Tasks of the Intermediate Years

1. Developing a positive self concept
2. Acquiring the discipline of work
3. Identification with the concept of work as a valued institution
4. Increasing knowledge about workers
5. Increasing interpersonal skills
6. Increasing ability to present oneself objectively
7. Valuing human dignity

Vocational Development Tasks of the Junior High Years

1. Clarification of a self concept
2. Assumption of responsibility for vocational planning
3. Formulation of tentative career goals
4. Acquiring knowledge of occupations and work settings
5. Acquiring knowledge of educational and vocational resources
6. Awareness of the decision-making process
7. Acquiring a sense of independence

Vocational Development Tasks of the Senior High Years

1. Reality testing of a self concept
2. Awareness of preferred life style
3. Reformulation of tentative career goals
4. Increasing knowledge of an experience in occupations and work settings
5. Acquiring knowledge of educational and vocational paths
6. Clarification of the decision-making process as related to self
7. Commitment with tentativeness within a changing world

It is happening at the senior high level where teachers at the St. Paul Open School consciously work on their own stereotypes, offer a women's studies course for senior high students, have boys and girls mixed in shop, lapidary, and home economics, and really work at humanizing the school through treating students as persons. It is happening in Marshall-University High School where a series of courses is being developed for boys and girls, including one on Women in Literature and another on the two-person relationship. Erickson (1973) in her dissertation using a curriculum intervention with senior high girls found that it was possible to promote female growth through a positive program designed for that purpose. Students read about women at different Kohlbergian stages, including Nora in "Doll's House" and "Antigone," and interviewed girls and women at different life stages. It is happening in a course on History of American Women in North St. Paul which attracted 400 senior high boys and girls.

A number of educators have suggested a variety of interventions which could be tied to developmental goals. In a recent article Hansen (1972) urges that counselors work with teachers in creating, planning, and teaching units aimed at the career development of girls in the elementary, junior high, and senior high. Mitchell (1972) recommends that the miseducation of girls might be redressed through a variety of curriculum strategies not unlike those mentioned in this paper. She also recommends special training for counselors to eliminate discrimination in educational-vocational counseling of girls. Simpson (1972) offers 11 specific steps in "Career Education--Feminine Version," including efforts by elementary educators to enlarge girls' vocational self concepts; a variety of single and married role models; new curriculum materials portraying women in a variety of constructive life styles and occupational roles; teacher orientation to vocational preparation of women; women's history courses in social studies; training programs including opportunity to prepare for dual roles; and alternatives and supplements to in-school instruction related to vocational preparation.

Besides the K-12 efforts there hasbeen a burgeoning of activity to promote women's development at the post-high level, particularly on college and university campuses. While there is not time to go into these now, they have taken such forms as women's resource centers, courses on assertiveness training and the search for women's identity, personal assessment and career planning, courses for the mature student, women's support groups, (counseling groups, job-seeking groups, feminist groups, human development groups), women's studies programs, creation of part time job opportunities, and the like.

It is safe to say, I think, that we have just begun to chip away at the top of the iceberg of the enormous problems and implications of career development and counseling of girls and women. The topic, like the larger career development area itself, is still an unfinished business, and there is a lot we need to know about female career patterns, self-concepts, aspirations, and decisions. And yet I think we know enough to chart some humanistic paths through career development, paths which will be both liberating and humanizing--liberating in the sense of opening up new and a greater variety of options and freedom of choice to bypassed segments of our population, humanizing in the sense of focusing on the individual human being and his or her needs. I hope that our "Career Awareness" efforts will not be ones which perpetuate stereotypes but are genuinely role-free. I would like to close with two poems which get at the essence of my concern, the first a negative example, the second, a positive one.

Following is a song students are asked to learn in a career education program in a junior high school, sung to the tune of "Jingle Bells":

> Styling hair, styling hair
> To make you gals look neat,
> So that hubbys when at home
> Will see their wives look neat.
> Fixing twirls, fixing swirls,
> Maybe a French bob,
> Don't let feminine society
> Look like crumby slobs.

Besides being bad poetry this, to me, is not career education but career miseducation. This is not what we are about, I hope, as teachers and counselors involved in career development programs. In contrast, I would like to share with you a poem which appeared a few years ago in an elementary level career development project which developed a variety of methods to help children gain more positive self-concepts, to upgrade their aspirations, to feel good about themselves. The poem appeared on the cover of the project booklet, and it was called, "DISCOVERY: A CHILD'S FIRST AWARENESS OF HERSELF." It goes like this:

She looks into the mirror with eager eyes,
And all the world is bells, and she is wise.
The wonder of herself she sees therein.
And longs to play the world's violin.

Her name is written and no turning tide
Will wash it from the sand or oceans wide.
She feeds on knowledge and her mind is stirred,
Fed on the beauty of a thought, a word.

Where she must walk, a slant of light has shown.
Knowledge is the lamp her heart has known
And when she thinks of all her eyes might find,
She says, "Quickly, pull the cord and lift the blind."

Adapted from Kaleen Sherman

This poem, adapted from Kaleen Sherman, is to me a beautiful expression of the openness to life, to knowledge, to growth that a child feels. And yet, we do something to the girls in our society as they grow up, something that keeps the blind drawn on many of their possibilities and potentialities.

When I say "adapted," I should explain that the poem originally was written with a "He." But isn't it equally beautiful and equally meaningful with a "She"? Just think what we could do, even with some slight changes and a few innovative approaches, to open the blinds of the school to promote the positive growth and career development of girls.

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A CAREER DEVELOPMENT CONCEPTUAL FRAMEWORK FOR FACILITATING FEMALE GROWTH

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Utilizing a career development framework for facilitating women's growth seems totally appropriate if one accepts the broad definition, presented here, of career development as self development over the life span. This model assumes that career development is self development (not merely job choice) and, as Super (1957) suggests, a process of developing and implementing a self concept, with satisfaction to self and benefit to society. Career development is seen as a continuous, lifelong process, conscious and unconscious, from preschool to old age, with various developmental stages. It is seen as the sequence of positions one holds in a lifetime, the various choices and decisions one makes to implement a life style, and the ways in which work and leisure fit in with the kind of person one perceives herself to be. This definition assumes that consideration of career is intimately related to family roles and patterns and to matters of career-marriage conflict and commitment. As is evident, it draws from a number of career development theorists and developmental psychologists. It includes such tasks as developing positive self concepts, gaining control over one's life, and maximizing vocational possibilities, and such goals as gaining self-awareness, occupational-educational information, knowledge about the psycho-social aspects and impacts of work environments, employability skills, interpersonal skills, and a sense of planfulness (Tennyson, Hansen, Klaurens, 1970). While many parts of it apply to both men and women, the focus here is on women.

The University of Minnesota Career Development Curriculum (CDC) is a comprehensive unified curriculum model, K-12, to be used by counselors and teachers in implementing career education programs. The interdisciplinary staff refined a set of developmental tasks for the primary, intermediate, junior high, and senior high years. They then identified performance objectives appropriate for the various vocational life stages and suggested enabling objectives to reach the performance objectives. Seven Learning Opportunities Packages (LOPs) for the senior high and four for the junior high for use by teachers have been created. One especially pertinent to this topic is "Women and the World of Work" (Toni et al, 1972 . The CDC gives a useful framework for more systematic, as opposed to fragmented approaches to women's potentials.

Below is a portion of the Career Development Curriculum model which is concerned primarily with women's development. While it is an integral part of a broader curricular framework concerned with human development, it could stand alone as a conceptual base for developing implementation strategies related to the special needs of women. Although there are many innovative programs, units, and courses emerging throughout the country at various levels of the school system, few have attempted to build their efforts around a theoretical framework of women's development. The following is such an attempt. In order, the underlined phrases are the refined developmental tasks; the first indentation is the enabling objective, i.e. means to achieve the performance objective.

(3rd Revision)

OBJECTIVES FOR CAREER DEVELOPMENT CURRICULUM, K-12, RELATING TO EMERGING LIFE PATTERNS OF WOMEN*

PRIMARY YEARS (K-3)

Awareness of Self

Describes how health may affect work performance or be affected by it.

- Identifies physical and mental abilities required by different occupations.

Acquiring a Sense of Control over One's Life

Identifies manipulative abilities that have relevance for work.

- Identifies ways in which the child is like workers he/she knows.
- Identifies men and women who have entered and been successful in non-traditional occupations.

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*Supplementary objectives written for Career Development Curriculum developed by W. W. Tennyson, Mary Klaurens, Sunny Hansen, College of Education, University of Minnesota, Minneapolis, 1970.

Acquiring Knowledge About Workers

Increases the range of workers about whom one has knowledge.

Identifies occupations which have been created in the last ten years.

Ability to Present Oneself Objectively

Shows a genuine concern for co-workers and expresses a shared responsibility for success or failure of the work group.

Describes how the activities of members in different families can affect the family unit.

Acquiring Respect for Other People and the Work They Do

Describes how the work of women is as important as the work of man.

Describes how the contribution of individuals both inside and outside the home is important.

INTERMEDIATE YEARS (4-6)

Developing a Positive Self Concept

Describes how one perceives self in terms of interests, abilities, values and goals.

Describes ways in which one sees self as similar to or different from workers in occupations which traditionally have been stereotypes by sex.

Identifies own values as they relate to work situations.

Identifies values of workers in occupations which traditionally have been stereotyped by sex.

Acquiring the Discipline of Work

Demonstrates ability to organize self and situation in order to accomplish a variety of tasks.

Sets priorities for tasks to be done and allocates time.

Assesses energy and time required to complete a series of tasks within a given period and checks it out.

Identification with the Concept of Work as a Valued Institution

Describes how one's interests relate to broad occupational areas.

Identifies men and women with different work values.

Increasing Knowledge about Workers

Studies workers in various occupations to learn their satisfactions and dissatisfactions.

- Identifies men and women in new or unusual occupations which one would like to learn more about.

Identifies the reasons why many women will need the stimulation and rewards of a work role in addition to a family role.

- Identifies life patterns of men and women which are different from the traditional societal one.
- Identifies family patterns in which men and women have equal roles in work and in home management.
- Describes the changing roles of women in the labor force.
- Lists the advantages and disadvantages of mothers working outside the home.
- Examines satisfactions of women who are not working outside the home.
- Examines satisfactions of women who are working outside the home.

Increasing Interpersonal Skills

Describes how a person's welfare is dependent upon the well-being of all people in society.

- Identifies clubs, organizations, and activities within the present and future school setting that might provide work-related experiences.

Increasing Ability to Present One's Self Objectively

Copes with authority exercised by others in the work environment in ways which lead to effective achievement of the task.

Valuing Human Dignity

Describes how one can contribute to society now.
Describes how work in America can help to overcome social problems which confront society today.
    Identifies occupations in which women and men may help to solve a major social problem.
    Identifies community needs which might be met through creation of new jobs.

JUNIOR HIGH YEARS (7-9)

Clarification of a Self Concept

Describes own values as they relate to occupations, work situations, and personal work behavior.
    Identifies compromises a man or woman may have to make in choosing to pursue an occupation.
    Identifies ways in which one performs work roles at home that satisfy needs of the family.
Predicts and gives supporting evidence for the likelihood of achieving one's occupational goals.
Identifies ways in which different work and family patterns may require different kinds and amounts of energy, participation, motivation, and talent.

Assumption of Responsibility for Vocational Planning

Describes how management of personal resources (talents, time, money) affects one's way of life and achievement of life goals.
    Relates personal abilities, energies, goals, motivations, tastes, and circumstances to a variety of life patterns.
Demonstrates a commitment to the idea that one should have a plan for vocational-educational life.
    Describes implications of a tentative plan for other aspects of life (marriage, family, leisure, community, etc.)
Plans current school experience so that it fits into the pursuit of one's occupational goals.
    Describes vocational and avocational implications of subjects he or she is taking.
    Acquires experience in a variety of tasks, including those typically stereotyped by one's sex.

Formulation of Tentative Career Goals

Identifies personal needs and sources of satisfaction which one should consider in planning a career.

- Identifies from a variety of life styles those which at present appear to be most compatible with the kind of person one sees one's self to be.
- Identifies personal goals or values which might be satisfied through a combination of work, community, social, and family roles.

Acquiring Knowledge of Occupations and Work Settings

Increases the range of occupations of which one has knowledge and examines their functions and requirements.

- Identifies occupations which have been created in the last decade to help solve society's problems.
- Identifies occupational areas increasingly open to both men and women.

Gathers information concerning the factors necessary for success on a job.

- Identifies discriminatory practices in employment which may affect success in preferred occupations.

Describes those factors beyond one's control which operate within the modern work world to stimulate or retard vocational opportunities.

- Describes sex stereotypes which may list the opportunities for men and women in certain occupations.
- Describes special problems of minorities and women in relation to power and authority.

Acquiring Knowledge of Educational and Vocational Resources

Identifies and utilizes those resources available for gathering information about occupational characteristics.

- Identifies individuals in nontraditional occupations or work roles who might be an information resource or role model.

Identifies and utilizes appropriate criteria for evaluating occupational information.

  - Identifies attitudes of adults (parents, teachers, counselors, relatives, etc.) which influence occupational opportunity.
- Studies relationship between education and occupation.
  - Describes a strategy for career decision-making.
  - Identifies possible consequences of decisions facing one regarding senior high programs.

Acquiring a Sense of Independence

- Identifies those characteristics which make him or her a unique individual.
  - Identifies personal needs and values in relation to unique occupational preferences.
- Selects from the advice given by significant others that which one can utilize in planning a career.
  - Identifies possible conflicts in selecting occupational goals different from the expectations of significant others.
  - Ranks own goal priorities in relation to goals of significant others for him or her.

SENIOR HIGH YEARS (10-12)

Reality Testing of a Self Concept

- Describes the social roles and social demands one must fulfill for successful performance in preferred occupations(s).
  - Describes the multiple roles one may fill and ways in which they affect and may be affected by occupational preferences.

Awareness of Preferred Life Style

- Makes explicit one's own life style needs and priorities at this point in time.
  - Identifies several life patterns which might be followed by women.
  - Discusses the significance of each in regard to the personal development and family life of a woman
  - Identifies from a variety of life styles those which seem most compatible with personal characteristics and needs.
  - Projects consequences of preferred life style on family, leisure, significant others.

Reformulation of Tentative Career Goals

Studies and projects a career plan that will enable one to pursue an occupation which will fulfill the personal needs and values one considers most important.

- Describes power and authority relationships characteristic of preferred work setting and occupation.
- Identifies 3 work environments compatible with his or her needs.

Increasing Knowledge of and Experience in Work Settings and Occupations

Describes work as a principal instrument for coping with and changing one's environment.

- Cites examples of change within the modern work society which have affected the traditional division of labor by sex.
- Identifies discriminatory practice in the work environment which one might help to change.
- Describes women's changing roles in the labor force.
- Lists five career-family or life style patterns open to men and women.
- Examines labor force data on women and men in different occupations.

Describes how the work contribution of women is as socially significant as that of man.

- Participates in and observes situations in which women are found in roles other than traditional ones.
- Gathers information concerning vocational opportunities for women in various areas of work.

Clarification of the Decision-Making Process as Related to Self

Projects and describes the factors which may influence one's career decisions.

- Identifies alternatives and possible outcomes of each.
- Projects the potential satisfactions of preferred occupations in relation to priority values and needs.
- Identifies alternate occupations if first preferences do not work out.

Commitment with Tentativeness Within a Changing World

- Identifies the possible sources of the attitudes toward women held by himself and the society in which he lives.
  - Reads and discusses relevant literature dealing with women, their traditional roles, and their place in the world of work.
  - Discovers elements within our culture which have contributed to the continuance of the traditional view of women.
  - Investigates the opinions that contemporary women hold of themselves and their place in the world of work.
- Identifies the changing meanings of work over time and between cultures.
  - Examines different career patterns of women and men and their potential effect on family patterns and life styles.
  - Compares work ethic at the turn of the century with contemporary work ethic(s).
- Identifies the changing meanings of work in one's life in relation to other values.
  - Examines the extent to which one accepts the work values and career patterns of the predominant culture.
  - Describes the ways in which changing work and leisure values may bring about career shifts in adults.

CAREER DEVELOPMENT PROGRAMS IN VIRGINIA

CAREER DEVELOPMENT THROUGH EDUCATIONAL TELEVISION

Mr. Winston Underwood
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I. Overview of Project

The purpose of this project is to develop a series of color video tapes for Bedford County students in grades kindergarten through eight to introduce them to career awareness. The elementary instructional television series will be one phase of a total career education curriculum planned for all grades in the system Through Instructional Television Station, WBRA in Roanoke, the tapes ultimately will be viewed not only by teachers and students in Bedford County but in the schools of the twenty-two participating divisions of the Blue Ridge Educational Television Association (BRETVA).

II. Student Programs

The programs may be divided into three different series. In the first series, twenty programs will be developed for students in kindergarten through the third grade level. In the second series, twenty programs will be developed for students in grades four through six level, and in the third series, twenty programs will be developed for students in grades seven and eight.

III. In-Service Programs

Fifteen in-service programs will be produced to assist teachers in the understanding of the career education concepts and to provide guidance for the use of the student programs in the classroom. The following in-service programs will be completed during the first series of the project:

In-Service I-1 Utilization of E.T.V.--Career Education

In-Service I-2	Career Education--Rationale and Model
In-Service I-3	Career Education--Implementation (K-6)
In-Service I-4	Career Education--Implementation (7-12)
In-Service I-5	Previews student programs 1-5
In-Service I-6	Previews student programs 6-10
In-Service I-7	Previews student programs 11-15
In-Service I-8	Previews student programs 16-20

IV. Teacher Guide

A teacher guide will be developed for each series of programs. The guide will include objectives, pre-lesson activities, vocabulary, description of program, post-lesson activities and three "hands-on" follow-up activities.

V. Curriculum Committee

A curriculum committee composed of representative teachers from each grade level (K-8), the project director, principals and supervisors will provide guidance to the staff at WBRA-TV in the development of the programs.

VI. Clusters

A program will be developed for each of the career clusters that were developed by the U.S. Office of Education. The following programs have been completed during the first series of the project:

I. First Series (K-3)

1. Introductory Program I--The Day Nobody Went To Work.
2. Construction I--carpenter, plumber, electrician, mason, drywaller.
3. Arg-Business and Natural Resources I--farmer, distributor, delivery man, laboratory technician, etc.
4. Hospitality and Recreation--motel manager, other persons involved in motel-restaurant care and maintenance, park ranger.
5. Marine Science I--crabber, fisherman, distributor, salesman, restaurant workers, etc.

6. Transportation I--pilot, stewardess, train conductor, bus driver, taxi-driver.
7. Manufacturing I--furniture industry workers.
8. Communication and Media I--radio and television workers.
9. Personal Service I--beauticians, barbers, etc.
10. Public Service I--policeman, fireman, postman.
11. Agri-Business and Natural Resources I-A--forester, warden and greenhouse workers.
12. Health Occupations I--nurse, doctor, health aides, etc.
13. Environment I--specialist, laboratory technician, field engineers, etc.
14. Business and Office I--secretary, manager, bookkeeper, etc.
15. Marketing and Distributin I--toy distributor, department store workers, etc.
16. Fine Arts and Humanities I--actor, dancer, minister, music director, etc.
17. Public Service Workers I-A--teacher, principal, school nurse, bus driver, etc.
18. Personal Service I-A--veterinarian, surgical nurse, anesthetist, etc.
19. Transportation I-A--store manager, salesman, mechanic, etc.
20. Consumer and Homemaking I--homemaker, delivery man, upholsterer, etc.

VII. Field Testing

All programs developed by WBRA-TV will be field tested by the students and teachers in the Bedford County Schools during the production year.

VIII. Airing Schedule

All programs will be aired according to the following schedule:

PRODUCTION SCHEDULE

PHASE I--1973-74		AIRED BY WBRA-TV 1974-75
Produced	20--Color Video Tapes (K-3) (15 minutes)	(First and Second Semester)
	10--Color Video Tapes (4-6)	(First Semester)
	9--In-Service Tapes (30 minutes)	
Total	39--Programs	

PHASE II--1974-75		AIR--
Produce	10--Color Video Tapes (4-6)	1974-75 (Second Semester)
	10--Color Video Tapes (7-8)	1975-76 (First Semester)
	6--In-Service Tapes (30 minutes)	
Total	26--Programs	

PHASE III--1975-76		AIR--
Produce	10--Color Video Tapes (7-8)	1975-76 (Second Semester)
Total	10--Programs	

GRAND TOTAL--75 PROGRAMS

IX. Cassette Copies

Color video cassette copies will be made of all programs developed by WBRA-TV. These copies will be used by the teachers in the Bedford County School System in planning units on career education. Through WBRA, Bedford County will make the complete package of cassette tapes available to the twenty-two school divisions of the Blue Ridge ETV Association for several years following the completion of the project.

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CAREER DEVELOPMENT IN ELEMENTARY SCHOOL: INSERVICE TRAINING

Mrs. Glenda Dalton
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Carroll County Career Development Project

The Carroll County Career Development Project, Title III ESEA, is designed to create a model program in career development for students in kindergarten through adult education classes. The first guidance-based effort in Virginia to integrate career development concepts into a school division's total curriculum, the program focuses on creating positive student attitudes toward all work. Through teacher inservice training sponsored by the project and coordinated with other school division inservice, teachers acquire techniques and methodology for incorporating career development concepts into the instructional program. Community resources are utilized systematically to insure participation of parents and resource persons, and to develop career trips as activities to implementing the program. Information bulletin boards and displays are used extensively to inform the schools and the community concerning the project, career education, and career opportunities. Career activities for elementary students include simulated work exercises.

Believing career development to be a life-long process, the model is planned by Title III staff members to assist students to develop positive self-concepts and changes in attitudes, and to provide them with a reservoir of information which will serve as a basis for the career decision-making process.

The Internship '73 and Career Week are exemplary inservice programs which have been developed and refined to effectually update instructional skills.

The Carroll County Career development Project conducted the Summer '73 Internship, a five-weeks intensive inservice for thirty-three teachers, administrators, and guidance counselors from June 13 to July 17, 1973. The internship consisted of a career development theory class and a practicum involving 80 students in grades 4-9. The goal of the Internship was to increase teacher competencies as related to career development, and total community-school involvement.

Performance-based curriculum materials were developed as Career Tasks Learning Resource Packets which have been made available to teachers in the regular instructional program for use, adaption, evaluation, and revision for inclusion in the Career Development Model.

Career Week is an effective format for school-based orientation and training in career development concepts, teaching techniques, methodology and resource utilization for assisting teachers within a school in integrating career development as a part of each subject area. During three half day sessions, the teachers are given experiences using inquiry method of instruction as preliminary activities for planning student-centered instructional packets. Career Development Staff and teachers formalize plans which are implemented during the final two days with students in classrooms. Displays of student products made in assembly line production; group and individual crafts; personal profiles of interests and occupations and career information boards are arranged for a Career Fair. Parents serve as resource persons within the activities. Others are invited to be spectators and/or participants on the final day.

The Project implementation into all schools in Carroll County was completed in February 1974 with the inclusion of one elementary school, and one elementary-intermediate school. Three Career Weeks were held: one with each elementary school and one with the intermediate school faculty. Following the inservice, counselors and resource teachers continued to work within the schools to involve all teachers and all students.

Pre- and post-inventories have been administered to ascertain the impact of the project resources. Data assessment will be completed by June 30 and the results of two years of operation will be completed.

CAREER DEVELOPMENT IN JUNIOR HIGH SCHOOL: CAREER ORIENTATION AND EXPLORATION

Thomas A. Hughes, Jr.
Supervisor of Industrial Arts Education
Virginia State Department of Education

There are seven courses emerging from the total industrial arts curriculum in Virginia having a distinct career education flavor. These programs are also being recognized for their importance in contributing to the achievement of the broad mission of vocational education in a category known as orientation and exploration.

The title orientation and exploration (O.&E.) accurately identifies the intent of the classification as it means programs that acquaint or orient students to the world of work and provide fundamental skill development or exploratory experiences in occupational fields or career clusters. In the past this concept would have been termed pre-vocational, but that has, very appropriately, been considered an inadequate description.

Orientation and exploration programs have developed because of a concern for students to make decisions about career or specific occupational preparation for meaningful personal experiences at a time when an educational plan can be developed to follow those decisions.

A major objective of the 1974-76 Standards of Quality for Virginia Public Schools states: "By June, 1976 at least 90% of high school graduates not continuing formal education will have a job entry skill." For this objective to be achieved and for it to have the significance of the intent, schools must provide accurate and realistic introductory experiences in the world of work.

Currently there are O.&E. courses for each of the major occupational fields provided in Virginia's schools: Agriculture, Business and Office, Distribution, Consumer and Homemaking, and Trade and Industrial. Additionally, there are the Industrial Arts Orientation & Exploration courses which attempt to be broader than traditional occupational fields.

Industrial arts orientation and exploration programs are designed to meet the following two major purposes:

A. To assist individuals in the making of informed and meaningful occupational choices. In order to accomplish or facilitate this purpose the programs provide:

   1. Occupational information and instruction pertaining to a range of occupations, including training requisites, working conditions, salaries or wages, and other relevant information: and
   2. exploratory experiences in laboratories, and observations in business or industry to acquaint students with jobs in the occupations included in this purpose; and
   3. guidance and counseling for students to assist them in making informed and meaningful choices in selected occupational fields; or

B. Prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs. In order to accomplish or facilitate this purpose the programs provide:

   1. individuals with occupational information and exploratory experiences for enrollment in such programs, and
   2. occupational information and exploratory experiences directly related to current practices in industry.

The Industrial Arts approach is an unusual mix of guidance, awareness, exploration and preparation aimed at a better and more relevant preparation and placement for each individual into a productive and fulfilling role in society.

The contributions of these courses to the goals implied in the vocational objective take on three very important aspects, without which the idea of career education could not begin to attain reality.

These three aspects include: an awareness of self; an awareness of the technological culture in which the individual lives; and the development of fundamental skills contributing to the performance of an individual in the contemporary society.

Awareness of self. The selection of a life's work or an occupation logically must start with as full an understanding as possible of one's "self" if the individual is to make the decision about a career.

Experiences are provided which enable the individual to answer such questions as:

- What are my interests, ambitions, and goals?
- What are my strengths and weaknesses?
- What are the kinds of activities and experiences compatible with my emotional and physiological makeup?
- Do I enjoy working with others?
- What do I want to do with my life?

Technological awareness. It is not possible today to separate self-awareness from technological awareness as the culture has become distinctly and uniquely technologically dominated. An insight and understanding of technology to bring out its meaning, origin, nature, development, advance, impact on, and consequence for man and society is imperative for all individuals regardless of their educational goal or occupational pursuit.

Fundamental skills: These are those skills as elementary to occupations and careers as the three R's. These skills are identified as communication skills (making presentations, interpreting drawings, developing directions, directing others, planning with others); manual skills (constructing objects, making drawings, testing materials and processes); social interaction skills (planning with others, leading others, following others, cooperating with others); and problem solving skills (developing inquiry capabilities, developing resourcefulness, developing evaluation capability).

COURSE DESCRIPTIONS

EXPLORING TECHNOLOGY

Exploring Technology is a historical study of three broad areas of technological development and their contribution to the growth of civilization. These broad areas include: tools and machines, power and energy, transportation and communications.

The major approach to instruction is the "unit" method. Students are involved in three areas of activity: retrieving information, project construction, and disseminating information.

Grade level:	6-8
Course length:	18 to 36 weeks
Prerequisites:	None

MODERN INDUSTRY AND TECHNOLOGY

Modern Industry and Technology is a study of two types of contemporary industries. The first is the processing industry which converts raw materials into more useful forms. The second is the high volume production industry which utilizes the production line technique.

A wide range of role involvement with the middle management positions in industry are provided. The student experiences the realities of the worker on a production line, or a subcontractor on a group project. He or she develops fundamental skills in communications, tool and machine processes, personnel relations and problem solving.

The course is composed of three major units: volume production industry, processing or project industry, and fundamental industrial tools, materials, and processes.

Grade level:	8-10
Course length:	36 weeks
Prerequisites:	None (Exploring Technology would be beneficial)

AMERICAN INDUSTRY

American Industry is designed to introduce students to the broad spectrum of industry. It is organized to prepare students to make career choices that are based upon hands-on experiences with broad areas of industry: industry today, the evolution of industry, organizing an enterprise, operating an enterprise, distributing products and services, the future of industry, and the student's business venture.

The course has two major goals: to develop an understanding of those concepts which directly apply to industry, and to develop the ability to solve problems related to industry.

Grade level: 7-9
Course length: 36 weeks
Prerequisites: None

THE WORLD OF CONSTRUCTION

The World of Construction is an introduction to the construction career cluster encompassing the management-personnel-production system that industry uses to produce the man-made world of structures.

Students study, discuss, and perform actual and simulated construction industry operations and management practices. They learn what to expect in the world of construction occupations: what kind of jobs there are, what people do, how each worker contributes to the economic system and how labor and management relate. They are acquainted with the levels of work responsibility and their varying knowledge and skills demand.

The course is composed of three major sections: an analysis of the management-personnel-production system of construction, a synthesis of housing construction systems, and regional planning practices.

Grade level: 7-9
Course length: 36 weeks
Prerequisites: None

THE WORLD OF MANUFACTURING

The World of Manufacturing is an introduction to the manufacturing career cluster encompassing the management-personnel-production system that industry uses to produce the man-made world of products.

Students study, discuss, and perform actual and simulated manufacturing industry operations and management practices. They learn what to expect in the world of manufacturing occupations. They are introduced to the kinds of jobs there are, what people do, how each worker contributes to the economic system, and how labor and management relate. They are acquainted with the levels of work responsibility and their varying knowledge and skills demand.

The course is composed of three major sections: an introduction that provides a brief history of manufacturing and analysis of the management-personnel-production system of manufacture, and the synthesis of manufacturing practices applied to the corporation.

Grade level:	8-10
Course length:	36 weeks
Prerequisites:	The World of Construction

THE WORLD OF COMMUNICATIONS

The World of Communications is an introduction to the communications and media career cluster to assist students in the making of informed and meaningful occupational choices.

Students study, discuss, imitate, and manipulate actual and simulated communications systems. They are provided occupational information and instruction and practical laboratory experiences to familiarize them with jobs available, skills needed, and levels of work responsibility in the communications and media career cluster.

The course is composed of four major units: drawing and design, electronic communications, graphic arts, and visual media enterprise.

Grade level:	9-10
Course length:	36 weeks
Prerequisites:	None (Modern Industry and Technology would be beneficial)

THE WORLD OF TRANSPORTATION

The World of Transportation is an introduction to the transportation career cluster to assist students in the making of informed and meaningful occupational choices.

Students study, analyze, build, and service actual and model energy, power, and transportation systems. They are provided occupational information and instruction and practical shop or laboratory experiences to familiarize them with jobs available, skills needed and levels of work responsibility in the transportation career cluster.

The course is composed of three major units: energy processing systems, transactional systems, and servicing technology.

Grade level:	9-10
Course length:	36 weeks
Prerequisites:	None (Modern Industry and Technology would be beneficial)

References

Career Education Through Industrial Arts Maryland State Department of Education, 1972.

Industrial Arts for The Seventies, Virginia State Department of Education, 1970.

Vocational Orientation and Exploration Industrial Arts, Virginia State Department of Education, 1974.

CAREER DEVELOPMENT IN THE HIGH SCHOOL:
STUDENT PLACEMENT SERVICES

Mr. William Blosser
Director
Student Placement Services
Waynesboro Public Schools

For many years the school has accepted responsibility for seeing that its graduates who plan to enter college are accepted in a college, and preferably in a college of their choice. Untold manhours and great financial resources have been employed in this tremendous undertaking with a large measure of success. This great increase in the number of guidance counselors, their suites of offices and secretarial assistance, can be directly attributed to the schools acceptance of this responsibility.

Repeated concern has been expressed about the need for education to assume an equal responsibility for assisting its students to enter the world of work and to satisfactorily hold a job. The National Advisory Council on Vocational Education states that "Employment is an integral part of education . . . every secondary school should be an employment agency . . . and this practice must become universal." A systematic job placement program, in the opinion of many, would create needed communication channels between schools, business and industry, and other agencies. Such communication could result in a reduction in youth unemployment, an assessment basis for determining the school's success with every student, making learning something other than academic achievement valued only in the school, a new basis for excellence in education, youth finding entry jobs which would lead to better career options, and youth being employed in fields or related fields for which they were trained. The type of job placement program being advocated is more intensive and broader than job placement normally has been conceived. It is more than helping students obtain a job; it is helping them obtain the best jobs based on training and to obtain jobs which provide for continued growth and development.

In past years, only those students enrolled in cooperative education programs have had the services of the school in finding satisfactory employment, and the need for these services for all students is urgent. A student job placement which will provide services to all students seeking part-time, temporary, and full-time employment should become an important focus for secondary schools now. A recent review and synthesis of research concluded that " . . . secondary schools, teachers, and counselors are typically not credited with being greatly helpful to students moving to jobs rather than to college . . ." and that . . . the research dealing specifically with placement activities was practically fruitless."

It was reported that job placement typically is viewed as a separate activity from the educational program with few secondary schools conceiving of job placement as an integral part and logical extension of education. A research study by the Great Cities Project concluded that few cities have assumed responsibilities for placement and that few have assigned anyone to this function. The lack of job placement systems also is evidenced even in specialized vocational schools.

If formal education is to devote a significant portion of its total efforts to readying students for work, better means must be found to aid students in the transition from school to work. It would appear necessary for systematic, coordinated, and comprehensive job placement programs to be established through the joint efforts of formal education, the public employment service, and the occupational society itself.

The technology, the tools, and the know-how required for accomplishment of this task are already present. The funds required to use these in a workable job-placement program have, as yet, not been available. More important, has been a deficiency in philosophy and vision. The schools have thought their task completed upon handing out a diploma. Employers have made some use of both the schools and the employment services on an unsystematic basis. If education is to attain its ultimate goals, follow-through must occur to provide continuing help and to gain feedback from the placement efforts to modify and improve school programs. Feedback is vital. Nothing changes a school program as rapidly or as radically as does knowledge that students have been hurt by sins of omission or commission. Fear of obtaining such knowledge is a major factor inhibiting feedback.

Job Placement must be expanded to include follow-through and linkage . . . the assistance necessary to move through a career sequence. The concept of follow-through and linkage is broader and more extensive than the traditional concept of follow-up. The term follow-up normally has been used to label techniques designed to find out what happens to graduates of educational programs. The terms follow-through and linkage, however, imply providing both personal monitoring and marshalling assistance necessary to insure that students succeed. The intensiveness of the follow-through and linkage function for dropouts should equal the investment that is made for those who remain in school and graduate. This suggests that school systems would retain responsibility for their students until they are either graduated and adjusted to employment or further education, or have reached an age at which they are legally regarded as adults. Such efforts will require action-oriented people so that follow-through and linkage can be a continued activity.

Provisions are needed for local, state, regional, and national systems of communication between employers and educational institutions. Such communication networks must include current, accurate, and continuous data regarding areas of need for employees, the sources of trained employees who are ready for work, and the means by which those employers needing trained workers can communicate with the prospective employees seeking work--and with those who have assumed responsibility for preparing the prospective employee for his work.

As a by-product of a school job placement service, schools could perform an "outreach" function aimed at youth outside the school system and designed to return them to an appropriate learning situation or to part-time training and related employment. Many youth have become so alienated that they are not likely to seek additional education on their own. For many it is important that they be returned to programs that help them to progress.

The over-all purposes of this program are to demonstrate the feasibility of schools assuming responsibility for the placement of secondary students at every exit level and to establish a systematic, effective job placement capability that will serve all students in the secondary school. More specific objectives are to:

1. Assist in the placement of dropouts and arranging for their continued education where feasible.
2. Assist in the placement of high school graduates.
3. Assist in the placement of high school students who want part-time jobs, work experience.
4. Work closely with coordinators of the various cooperative education programs in placement of students.
5. Work closely with the guidance personnel in their efforts to assist students with education for employment.
6. Assist students to advance in positions.
7. Advise students at every level about continuing education opportunities.
8. Make provision for pre-placement training for students seeking employment.

CAREER DEVELOPMENT IN POST SECONDARY EDUCATION

Mrs. Delores Johns
Mr. Frank Wu
Virginia Western Community College

INTRODUCTION

The new career education concept fostered by HEW advocates career education from kindergarten to college and continuing through out one's life. Career education goals have been progressively sequenced starting with career awareness through career exploration to career preparation. Most of the community college students, at this stage in career education history, have not had the opportunity to develop through the career awareness and exploration stages. Without the first two stages of career development, most of these students will be unaware of the varied career options available. It is the community college's responsibility to provide opportunity for career development.

Philosophy

The basic philosophy is that career education is a developmental process which should be aimed at helping the individual effectively understand his values and needs, identify occupations and assist him in making intelligent decisions which affect his educational, occupational and life goals. Our underlying theme is "Who Am I, Where Am I going, and How will I get there?" In addition, we believe that "Careers for women should not be any different from careers for men." (Newsletter--Business and Professional Woman's Foundation, 1974). Therefore career options for women and men are presented with emphasis on the actualization of individual potential and not on adjustment to a sex stereotype.

Goals and Objectives

1. To provide each student with the opportunity to explore his personality dynamics in terms of his

interpersonal skills, values, life style and decision-making skills.
2. To provide each student with the opportunity to explore the world of work for which he wishes to prepare.

THE CAREER MODEL

There are two main stages for executing career development activities. Stage one, now in process, consists of two core courses--General 100-Orientation and General 199-Personal and Career Development. These courses, taught by counselors, place emphasis on the developmental approach to self-concept and career exploration. This approach is based on the premise that in order to make an intelligent decision about a career, the student needs to explore his personal and occupational potential.

The basic method used in these classes is that of the group process. Throughout the course, students and instructors engage in large and small group interactions utilizing both structured and unstructured experiences in human relations. In addition, students pursue career exploration activities for the purpose of establishing a career information profile. (CIP) The career exploration study involved three options: (1) to broaden career opportunities by studying one or more job clusters, (2) to provide opportunity to locate jobs within one cluster, and (3) to provide opportunity to do an in-depth study of a selected career area. Career exploration is facilitated through the use of the Ohio Vocational Interest Survey (OVIS), and the U.S. Office of Education's 15 job clusters.

Another part of this career component is the career room which houses materials for occupational research, job placement skills and study skills information. The CIP is made available to all students through the career room.

Other in-service development activities include observance of National Career Guidance Week, College Transfer Day, and career seminars. Virginia Western's graduates and community personnel are involved on panels and with discussion groups, as well as college personnel.

New Dimensions

The proposed stage two of the career model involves a total institutional approach to career development activities. The approach consists of offering career information in the introductory courses in the different curricula and the vocational implications of the subject matter. Any subject taught can have a meaningful relationship to the world of work regardless of the discipline.

To begin an institutional approach to the career development needs of the students, it is proposed that an initial course entitled, "Career Seminar" be offered. The purposes are: (1) to provide an overview of career options found in curriculums in the college in order to broaden occupational and educational aspects of the students; (2) to provide an opportunity for the college's instructional divisions to present their orientation to the career development needs of students. The content will include programs in the divisions--general nature of the area--demonstrations, visitations of experts, employment prospects and educational requirements.

Career development takes place not just in the office of the counselor with the intake interview, but it begins with recruitment in the community, is found in the classroom, on the job and in the family. The community college has a framework from which to build a comprehensive life career development program.

APPENDIX A

THE COLLEGE OF EDUCATION
OF
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
IN COOPERATION WITH
THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

PRESENTS

NEW DIMENSIONS IN CAREER DEVELOPMENT FOR WOMEN

A CONFERENCE FOR
COUNSELORS, TEACHERS & ADMINISTRATORS
PUBLIC SCHOOLS & COMMUNITY COLLEGES

March 8 & 9, 1974

DONALDSON BROWN CENTER FOR CONTINUING EDUCATION
BLACKSBURG, VIRGINIA

March 8, 1974

9:30 - 10:30	Registration
10:30 - 11:30	Welcome & Conference Overview Dr. Dewey Adams, Director Division of Vocational-Technical Education Virginia Tech University
11:00 - 11:45	The Career Development Process for Women: Current Views and Programs Dr. L. Sunny Hansen Professor of Educational Psychology University of Minnesota
11:45 - 12:00	Reaction Professor Lucy Crawford Virginia Tech University
12:00 - 2:00	Lunch
2:00 - 3:00	Career Education: Feminine Version Dr. Elizabeth Simpson, Director Curriculum Center for Occupational & Adult Education U. S. Office of Education
3:00 - 3:15	Reaction Dr. Emma W. Schulken, President Virginia Highlands Community College
3:15 - 3:45	Counseling in Virginia: The State of the Art Dr. Rufus Beamer, Executive Director State Advisory Council on Vocational Education
3:45 - 4:15	Coffee Break
4:15 - 5:00	Concurrent Reaction Groups
6:00 - 8:00	Banquet Toastmaster Dr. Dean L. Hummel Professor of Counselor Education Leisure and Career Development for Girls and Women Dr. Carl McDaniels, President National Vocational Guidance Association

March 9, 1974

9:00 - 9:15 Summary of Concurrent Reaction Groups
  Dr. Tom Hohenshil
  Virginia Tech University

9:15 - 10:15 Practical Approaches to Facilitate the Career Development of Women
  Dr. Sunny Hansen
  Professor of Educational Psychology
  University of Minnesota

10:30 - 11:15 Career Choice and Training in a Developmental Framework
  Career Development in Elementary School
  Career Development in Junior High School
  Career Development in Senior High School
  Career Development in Post Secondary Education

11:15 - 11:45 Career Choice and Training in a Developmental Framework (Repeat of Programs)

12:00 Adjourn

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